



## **Brookwood Primary School Early Years Foundation Stage Policy 2022**

### **Our Vision**

Our inspiring EYFS Curriculum is designed to reflect the interests and needs of our children and to immerse our children in a language rich environment. High quality interactions are interspersed with adult focussed activities where appropriate. Our children guide and drive their own learning through carefully resourced continuous provision with enhancements to aid the development of skills and knowledge.

### **Introduction**

At Brookwood Primary School we believe that every child should be given opportunities that give them the best possible start, preparing them for life in school, now and in the future. We aim to provide children with experiences which will enable them to be happy, secure and confident as they grow.

### **What is the Early Years Foundation Stage (EYFS)?**

- The Early Years Foundation Stage applies to the learning and development of all children from birth to the end of the Reception year.
- It is the foundation on which children build the rest of their lives.
- The Early Years Foundation Stage Curriculum underpins all future learning.
- Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

### **Principles for the Foundation Stage**

Effective early years education requires all staff to understand how children learn, knowing that children develop rapidly during the Foundation Stage. Children should feel included, secure and valued. Staff build positive relationships with parents in order to work effectively with them and their children.

No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs and disabilities, gender or ability.

At Brookwood Primary, parents and staff work together in an atmosphere of mutual respect, building on what children already know and can do.

### **Statutory Framework of EYFS**

We follow the 'Statutory Framework of the EYFS' and the four guiding principles:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those children who require additional support.
- Work in partnership with parents and carers.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests.
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported.
- Provide a secure and safe learning environment indoors and outdoors.

### **The Curriculum in the Foundation Stage.**

All seven areas of learning and development are important and interconnected. 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, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

- Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. These are called the specific areas:
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
  
- Each topic planned is individually tailored to our cohort, with the aim of ensuring that all children leaving Reception are ready to start the KS1 curriculum. Topics do not last a specific amount of time but are developed based on the children's interests at the time. All topics are carefully resourced and where possible are introduced with a high quality, diverse story book or age appropriate non – fiction text that reflects the interests and experiences of our children.
  
- Our ambitious Early Years curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage framework. Our staff are highly skilled and confident with assessing necessary starting points based on quality baselining interactions. Staff know the children well and quickly recognise those who will need early intervention due to entering our setting with low starting points. They monitor who is and is not on track regularly, and tailor future planning to provide more opportunities for skill development and progress.
  
- As many of our activities as possible are play-based, however there is also a need for some direct teacher-led activities to ensure all children gain essential knowledge and skills. When appropriate, activities are expertly modelled, and priority is given to providing sufficient sustained periods of play with support and resources to allow children to repeat and practise their taught skill development.
  
- In Reception, we use Birth to Five Matters as a rich resource to support our knowledge of child development and as a supporting document for our curriculum. We feel that this document reflects our early years vision of embedding quality interactions in a variety of playful situations. It supports our staff to create organic learning opportunities as opposed to being constrained by formal expectations.
  
- **The Characteristics of Effective Learning**
  
- We ensure that our environment and delivery of the curriculum incorporate the three characteristics of effective teaching and learning identified within the EYFS framework. Each characteristic is interconnected with the others but also has its own distinct features; each reflects one of the differing ways in which children learn and all focus on how children learn rather than what they learn (eg process

over outcome). Continuous exposure to these characteristics ensures that our children are creative and adventurous learners. The characteristics of effective learning are:

- **Playing and exploring** - children will have opportunities to investigate and experience things and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties and to enjoy their achievements. Active learning occurs when children are motivated, interested and have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas, and asking open ended questions.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

## **Organisation**

Classrooms are organised so that the seven areas of learning are covered inside and outside; they will reflect the importance that is placed on children learning through high-quality purposeful play and first-hand experience, developing independence, and having opportunities to initiate and drive their own activities. There should be a balance between child initiated and teacher-led activities.

For some children, coming to Reception will be their first experience of being away from their home and their parent or carer. It is important that they feel safe and secure and that they recognise the special adults in school who care for them. Home visits are a vital aspect of this - they initiate relationships between children, parents/carers and staff.

We ensure that all areas are clean and safe for young children.

The organisation of each session follows a similar pattern in order that the children can become familiar with the routine and that they know what will happen next. This contributes to their sense of security and encourages independence.

We aim to create an atmosphere which is warm and welcoming to both the child and the parent or carer. We aim to help the parent or carer to understand the routine so that they can support the child. We display information for parents online (Seesaw) and via the school newsletter to enable parents and carers to extend the activity at home or contribute to the work at school. Teachers have a key role to play in working with parents to identify learning needs and respond quickly to any area of particular difficulty, and to develop an effective strategy to meet these needs, making good use of SEND Support Arrangement targets, so steps of progress can be made. In Reception we hold information evenings and workshops for parents and carers to enable them to deepen their understanding of how we are teaching key skills to their child and also hold regular 'open class' sessions when adults are welcomed in to share learning experiences with their child.

Displays reflect the work of the children and are used to promote talk or activity. Table-top displays promote discussion or interaction and children are taught to respect and care for each other's work and belongings. Wherever possible displays are at child height.

### **Safety Including Safeguarding and Welfare Requirements**

The safety and welfare of our children is paramount at Brookwood Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children
- Promote good health (including oral health)
- Manage behaviour effectively and appropriately
- Ensure all adults working with children are suitable to do so
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose
- Ensure all children have a challenging and enjoyable learning experience
  
- We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.
- Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Seesaw

observations and assessment purposes) and children must be appropriately dressed in photographs.

- Brookwood Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.
- Six staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.
  
- **Children with Special Educational Needs and Disabilities**
  
- All children are welcomed into our school. Children with Special Educational Needs and Disabilities are planned for through their SEND Support Arrangement targets in line with the SEND Code of Practice. SEND support arrangements are the starting point for collating evidence should a child require an Education, Health and Care Plan (EHCP). Regular observations aid planning and assessment. Please see SEND policy.
  
- Practitioners will need to plan for each child's individual learning requirements, including those children who need additional support or have particular needs or disabilities. Wherever possible, practitioners should work together with staff from other agencies, such as local and community health services, to provide the best learning opportunities for individual children.
  
- Possible strategies include:
  - Using alternative and augmentative communications, including Makaton and visual timetables;
  - Using visual and written materials in different formats, including large print and symbol text, using information and communication technology(ICT), other technological aids including iPads;
  - Using a multi sensory approach to learning through materials and resources that children can access through sight, touch, sound and smell;
  - Increasing children's knowledge of the wider world by using word descriptions and other stimuli to extend their experiences and imagination;
  - Providing additional support from adults, when needed
  
- **Children with English as an additional language**

Many children will have a home language other than English. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support such as pictures and puppets is encouraged.

Learning opportunities should be planned to help children develop their English and support provided to help them take part in other activities. Support staff attend training and network meetings in order to develop their knowledge and understanding of how to support EAL children more effectively. Pre-tutoring of topic words and key concepts

enables children to develop their understanding and can alleviate anxieties when these words are then introduced to the whole class. Daily Word Aware sessions support children's vocabulary acquisition and these words are shared with parents half-termly.

### **Equal Opportunities**

We must be aware that children bring to their learning different experiences, interests, skills and knowledge that affect their ability to learn. We plan to meet the needs of all children.

To do this we must:

- Use materials that positively reflect diversity and are free from discrimination and stereotyping;
- Plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills;
- Monitor children's progress, identifying any areas of concern, and taking action to provide support, for example by using different approaches, additional adult help or other agencies.

Please see Equal Opportunities policy.

### **Progression and continuity**

By following the Early Years Foundation Stage Curriculum and through good communication, we ensure progression and continuity throughout the Reception class and into Year 1. During the summer term the Reception children have opportunities to visit their new classes and spend time with their new teachers which helps them to settle back quickly in September.

A thorough handover document, including relevant data is passed between year groups at the end of the year alongside a class information sheet. As we know that the transition to Year 1 can be stressful for children, we aim to ensure this transition is as smooth as possible by ensuring planning in Year 1 is play orientated in the Autumn term.

Teachers, supported by learning assistants, plan the learning experiences for the children and whenever possible the children's interests form the basis of the planning. As a result medium term planning is a working document and can change based on the emergent learning observed. Planning is monitored by the Foundation Stage Leader, SLT and Headteacher.

### **Working towards a 'good level of development'**

In the Foundation Stage children's progress and achievement is assessed regularly and children are categorised as whether 'on track' or 'not on track'. Data captures are

carried out in Reception on entry (baseline), at the end of the Spring term and at the end of the Summer term. At the end of Reception children are assessed as either emerging or expected within the Early Learning Goals based on the ongoing assessments carried out across the year. The data is then sent to Surrey LEA by the beginning of July each year. Parents are informed of their child's achievement in each of the Early Learning Goals via a report included in the end of year 'Record of Achievement'. The descriptors for the Early Learning Goals can be found in the appendix.

In Reception, all staff contribute to the assessment of all pupils; the class teacher will take responsibility for recording this information by finding a child's best fit against each area of learning.

### **Assessment/Monitoring progress**

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute. Most assessments in the Foundation Stage are made through observation. Photographs, video clips, examples of work and discussions with parents help us with our assessments.

Observations of children's achievements are collated in their own personal Learning Journey 'scrapbook'. Parents/carers receive a notification when an observation has been added to Seesaw and they can then view this observation and any related photographs/videos. Parents/carers are encouraged to add their own comments and to upload their own observations to show us what their children can do at home.

### **Resources**

Resources are shared between classes and year groups. We ensure resources are of a good quality and that they are renewed when necessary.

### **Computing**

We have interactive whiteboards and computers in all classrooms in the Foundation Stage; children also have opportunities to use remote control toys, Learn Pads, etc (please see Computing Programme of Study). They develop their confidence in using a range of technology and develop their basic skills.

### **Reporting to parents**

Teachers meet with parents during the Autumn and Spring terms to discuss progress. A written summary report is given to parents during the second half of the Summer term. Alongside commenting on the EYFS areas of learning, teachers must also report how each child is developing against the characteristics of effective learning and in



Reception, parents will be informed as to whether their child has met each of the Early Learning Goals.

### **The role of the EYFS leader**

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, Assessment Leader and Reception team as appropriate and any necessary actions are taken. Other areas of responsibility include:

- To support colleagues in implementing the Early Years Foundation Stage Curriculum
- To purchase and organise central resources
- To inform staff of developments in the Foundation Stage
- To ensure progression and continuity from the Early Years Foundation Stage to The National Curriculum

- **Appendix**

## **The Early Learning Goal Descriptors**

### Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- **Personal, Social and Emotional Development**

- **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

- **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

- **Physical Development**

- **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
  
- ELG: Fine Motor Skills
  
- Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.
  
- Literacy
  
- ELG: Comprehension
  
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
  
- ELG: Word Reading
  
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
  
- ELG: Writing
  
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
  
- Mathematics
  
- ELG: Number
  
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
  
- ELG: Numerical Patterns
  
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- Understanding the World

- ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

- ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

- ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Expressive Arts and Design

- ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

- ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

**Nominated Member of Staff:**

**Status:**

**Review Cycle:**

**Reviewed by:**

**Review Date:**

**Next Review:**

**EYFS Lead – Megan Hoade**

**Statutory**

**2 years**

**Headteacher**

**November 2022**

**November 2024**