

# **Broomfield Primary School**



## **Early Years Foundation Stage (EYFS) Policy**

**This Policy was adopted by the  
Governing Body:**

**May 2023**

**Review Date: May 2024**

# **BROOMFIELD PRIMARY SCHOOL**

## **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

### **Characteristics of young learners**

*"They will have had a range of different experiences and have varied interests and skills before starting at our school."*

*"They are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence, and build on what they already know. They learn in many different ways."*

*"Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other."*

*(From Curriculum Guidance for the Foundation Stage)*

### **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

### **Introduction**

The EYFS classes are an integral part of Broomfield Primary School, therefore all school policies relate to, or include, the children, practitioners, learning and teaching in the Foundation Stage.

This Policy relates to the EYFS classes. We have two classes, offering a total of 60 full time places. Each class has a Teacher and a team of Teaching Assistants working across the cohort to support all the children, as well as children with additional needs.

On starting at Broomfield Primary School, almost all the children will have had experience of separating from their parents/carers at Sunrise Nursery or other local pre-school groups, while for a few this will be their first experience of unfamiliar adults and large groups of peers.

## **Aims**

- to develop the child's full potential physically, intellectually, socially and emotionally
- to create a framework of common values to facilitate co-operative action
- to extend the children's cultural awareness whereby attitudes of co-operation, tolerance, empathy and respect are nurtured
- to create a happy, secure, stimulating and challenging environment, based on a broad and balanced curriculum
- to provide an environment which demonstrates the high value we place on the varied cultures, interests and experiences of the children
- to teach through first-hand experience and to develop knowledge of the environment through exploring, experimenting, investigating, identifying, choosing and extending
- to provide opportunities through the EYFS curriculum for stimulation, quiet, privacy and the use of space
- to structure a wide range of learning experiences to offer equal opportunities for all children
- to foster skills for learning independently, with peers and with adults
- to encourage self-reliance and confidence in all children
- to treat each child as an individual, recognising their own unique worth and encouraging children to take pride in their own achievements
- to encourage children to take responsibility for their own actions
- to provide opportunities for children to learn in a variety of ways and experience a range of learning styles
- to develop home/school links to ensure that parents/carers and the school work together for the benefit of the child.

## **Curriculum**

Our Early Years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for the next stage of education, all the time embedding the Broomfield 6Rs – respect, resilience, readiness, reflection, resourcefulness and responsibility.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

The prime areas are strengthened and applied through 4 specific areas:

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

These are also underpinned by the characteristics of 'Effective Learning', as detailed in the framework.

Children are encouraged to develop and practise skills they have learnt independently through our 'Play to Learn' times. Children use these times to explore their personal and social skills developing their communication and language which underpin the child's ability to interact and learn in a positive manner.

Children enjoy a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **Partnership and parents/carers**

We encourage parents/carers to feel involved in Broomfield Primary School prior to their child's admission. It is a safe, secure base in the local community, which welcomes the wider community to its social events, and to share its achievements. Sunrise Nursery is a privately-run Nursery operating on the same site as our Foundation Stage classes, and there are strong links between the Nursery, as well as other local pre-school providers and the school.

To have a positive impact on children's learning in the Foundation Stage and beyond at Broomfield Primary School, we take the following steps to work together with parents.

Prior to induction:

- conducted tours for parents prior to application
- induction meetings in groups of 10
- parent workshops
- information packs on the admission process
- individual meetings with each family in the class setting
- induction programme that runs from the end of the Summer Term to the beginning of the Autumn Term
- Welcome Packs from the Parent Teacher Association (PTA)

Following induction:

- online portal to communicate with parents called Tapestry
- regular general school information and class specific information
- school newsletters
- class email addresses

- involvement of families in extension/development of class work, by contributing to displays and resources or by following up or reinforcing learning at home
- sharing books
- seeking views and suggestions for improvement
- welcoming parent/carer helpers within the school day
- social events e.g. Foundation Stage assemblies, Grandparents Tea Party, family picnic (where Risk Assessment allows)
- staff willingness to discuss parental concerns, answer queries at a mutually convenient time and offer advice
- parent/carer consultations and end of year reports
- support for children with Special Educational Needs
- visits within the local community when parents/ carers are invited to accompany children within the local area (where Risk Assessment allows)
- parents are given as much notice as possible for meetings, and where possible staff will offer an alternative appointment
- drop-in sessions for parents to share work with their child (where Risk Assessment allows).

### **Induction and Transfer work with Pre-School Providers**

We feel very strongly that both the child and family's first introduction to Broomfield Primary School should be as smooth and enjoyable as possible, therefore we gather as much information as possible.

The following strategies help to fulfil this aim:

- strong working links between the Nursery, local pre-schools and our Foundation Stage teachers
- visits to feeder settings by Foundation Stage teachers, following initial phone call to aid transition through sharing of information and observation of the child
- pre-school children visit the Foundation Stage for induction session near the end of their final term
- drop-in sessions for children prior to starting school in groups of ten.

Children's growth is very individual at this stage and children vary greatly in their maturity in different areas of development. Their educational experience is therefore designed to take account of individual achievements and needs. We also believe that children need time to experiment, explore and to practice the same skills in different contexts. Such learning always involves first hand experiences and activities. Skill and confidence in using language is encouraged by providing a setting in which there is much to talk about, with accessible and interested adults, with enough time to develop conversations satisfactorily, and an environment which is organised with thought given to fostering speech and language skills.

### **Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their own ideas. In order to do this, practitioners are expected to focus strongly on the 3 prime areas at the start of school.

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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the Early Years Foundation Stage, group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils, based on the revised Development Matters.

### **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow 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 their next stage of education. Timetables are set and are adapted based on the needs of each of the pupils within the setting.

## **Ethos**

In order to fulfil our aims we create an ethos that is: positive, purposeful, patient, respectful, stimulating, challenging, builds self-esteem and the confidence to try new things and encourages thinking skills.

## **Different Learning Styles**

Some children find particular types of task easier or more difficult; they have individual learning styles. Most children learn readily through a mixture of learning styles, but some children have strong preferences that may affect their attainment if we do not recognise them. We need to be aware of preferred learning styles, and seek to accommodate the different ways in which children learn.

Our approaches to learning and teaching correspond to those in the Early Years Foundation Stage guidance. In the early years effective learning involves children:

- initiating their own ideas
- being active and using all their senses
- having time to explore ideas and interests
- feeling secure aiding the development of confident learners
- learning in different ways and at different rates
- making links and developing concepts
- being creative, using imaginative play activities that promote language development
- developing their knowledge and understanding through outdoor learning.

In the early years, effective teaching requires:

- working in partnership with parents
- opportunities for children to engage in activities that they plan or initiate themselves. Children do not make a distinction between 'play' and 'work' and neither should staff
- staff to model a range of positive behaviour
- staff to model rich, grammatically correct language and vocabulary
- use of conversation and open-ended questions to develop vocabulary and challenge thinking
- direct teaching of skills and knowledge
- encouraging children to teach each other
- interacting and supporting children in a way that promotes the positive attitudes of learning
- time for children to become engrossed, work in depth and complete activities
- practitioners must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning
- planning the outdoor environment carefully to provide a positive context for learning and teaching

- assessing children's development and progress for identifying next steps and involving parental contribution
- using observational assessment to evaluate the quality of provision and practitioners' training needs
- purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them to make progress in their learning
- for children to have rich and stimulating experiences, the learning environment should be well planned and well organised. It should provide the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. Above all, effective learning and development for young children requires high quality care and education by practitioners.

### **Assessment, Record, Reporting**

At Broomfield Primary School, ongoing assessment is an integral part of the learning and development process.

This is a continuous process used by all practitioners to monitor individual learning. Strategies include:

- 'Tapestry' online learning journal
- observation
- gathering information from parents/carers, pre-school settings and other agencies
- involving the child in his/her assessment
- regular monitoring
- evaluation
- photographic evidence.
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Within the first 6 weeks that a child starts school, staff will administer the **Reception Baseline Assessment (RBA)**.

Within the first term, all children are assessed on their speech and language acquisition, and any area of need is identified and interventions are put in place.

Standard written formats that contribute to assessment of the 'whole child' and inform practitioners along with other information stored mentally or in personal jottings are gathered, these include:

- Foundation Stage Profile
- Half termly Assessment grid
- Individual Education Plans and reviews for children with Special Educational Needs
- specialists' assessments
- 'Tapestry' online learning journal.

### Ongoing continuous assessment

This is achieved through a combination of staff observations to aid assessment of children's learning, across all areas of learning.

### Early Years Foundation Stage Profile (EYFSP)

This forms part of the continuous assessment arrangements and covers all seven areas of learning. This assessment represents the new standard national form used to assess children at the end of the Foundation Stage.

Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The EYFSP reflects ongoing observations and discussions with parents/carers. The profile is moderated internally and in partnership with other local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### Reporting to parents

- parents/carers are made aware that continuous ongoing assessment is taking place
- meetings with staff can be arranged at mutually convenient times
- staff have regular meetings with parents/carers of children with Special Educational Needs, parents/carers receive and sign copies of all Individual Education Plans and Reviews
- a written report is sent to parents/carers during the Summer Term, and an opportunity to discuss this is offered.

Appropriate records are forwarded to the next teacher. If children move to other schools, all records are sent and additional contact made if necessary.

Equal Statement See School Policy.

Special Educational Needs (SEN) See School Policy.

The Foundation Stage staff play a crucial role as the first point of contact in school, supporting the children with special educational needs and their families, and in ensuring equality of opportunity to access the curriculum.

Staff may well be the first to identify the special educational needs of a child, and approach the matter in a sensitive and supportive way.

It is particularly important in the case of children with special educational needs that all staff are aware of targets and strategies needed to meet those needs. Information is shared between staff through each transitional stage, with involvement from the Special Educational Needs Co-ordinator.

### Other Agencies

Several other agencies support the work of practitioners, children and families within the Foundation Stage. At Broomfield Primary School we value this partnership and work hard for the maximum benefit of our children and families:

- the School Health Team provide parents/carers and practitioners with advice and liaise with other agencies
- specialist teachers observe and advise staff and parents/carers as appropriate
- special educational needs and pupil support service
- Speech and Language therapists
- Community Paediatrician
- Occupational Therapist.

Strong links are maintained with other Early Years providers in the local area, these include, but are not restricted to:

- Sunrise Nursery
- Jayne's Nursery
- Tanglewood Nursery
- colleagues at other Early Years Foundation Stage settings in the Chelmsford area
- River Chelmer Partnership Schools
- Chelmsford Teaching School Alliance

### **Practitioners Training and Continuing Professional Development**

All practitioners are involved in both training and other aspects of Professional Development such as Performance Management Reviews.

### **Monitoring and Evaluation**

The work of the Early Years Foundation Stage Team is assessed through:

- Foundation Stage team meetings
- Senior Leadership Team monitoring
- Self evaluation
- Subject Leader observations
- School Development Plan
- Governor Visits

## **Governor Links**

We present Foundation Stage data at Governors' meetings and update the Governing Body on new initiatives and expectations. Governors also visit classes throughout the school on a regular basis.

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Next Review:	HM – May 2024