

Policy on Early Years Foundation Stage



Next Review: June 2023

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

For children to be able to learn effectively and to live life to its fullness they must be safe and secure and they must feel safe and secure. In our school, Child Protection and Safeguarding is always our top priority.

Statutory	Yes
Web-Site	Yes
Owner	EYFS Lead
Principle Author	EYFS Lead
Committee	Quality of Education

Delegation and Review	
Max. Permitted	Not specified
Determined	Committee
Review	Governors Decide
Frequency	Every two years

Related Policies

Safeguarding and Child Protection
Teaching and Learning
Feedback and Marking
Assessment
Curriculum
Behaviour
SEND
Looked After Children
Mental Health and Wellbeing

Introduction

At Bussage C of E Primary School children join us at the beginning of the school year in which they are five years old. The Early Years Foundation Stage (EYFS) is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

Children joining our school have already learned a great deal. Many have attended one, or more, of the playgroups and nursery schools in the local community. The Early Years education that we offer our children is based on the following principles:

- it builds on what the children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning using both indoor and outdoor environments;
- it provides a happy and stimulating environment for the children to learn and interact in.

Aims

The EYFS curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

- attitudes to learning
- personal, social and emotional development
- communication and language
- physical development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

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

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- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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

The EYFS Curriculum

Our EYFS follows our school's Curriculum Policy and the current EYFS statutory framework that applies from September 2021.

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

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

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

Our curriculum is a top-level plan of everything we want the children to learn.

- Planning to help every child to develop their language is vital.
- Our curriculum is ambitious and is carefully sequenced to help children to build their learning over time.
- Young children's learning is often driven by their interests. Our plans are flexible so we can respond to this.
- Depth in early learning is much more important than covering lots of things in a superficial way.

Planning

The Development Matters and Early Learning Goals provide the basis for planning in the EYFS. Our themes are inspired by the children's questions and interests. Long term planning in the Early Years is done retrospectively to give us the flexibility to follow the children's interests and development. This allows us to ensure coverage of the Development Matters statements across the year.

Medium term planning is completed on a termly basis and gives an overview of the possible learning intentions. The interests of children are taken into account when planning and suitable activities are planned, which will meet the children's next steps in their learning.

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There is provision for all 7 Areas of Learning in the free-flow indoor / outdoor classroom environment. We carefully organise enabling environments for high-quality play to ensure all pupils have time to learn actively, play, explore and develop creative and critical thinking.

In planning and guiding children's learning experiences, we reflect on the different ways that children learn and include these in our practice.

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

Teaching and Learning Style

The Bussage C of E "Teaching and Learning" policy defines the features of effective teaching and learning in our school.

Good practice in the EYFS includes:

- the development of strong parent/teacher partnerships
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first hand experiences;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on their interests and develop their intellectual, physical, social and emotional learning;
- the encouragement for children to communicate and talk about their learning, and develop independence and self management;
- the identification of the progress and future learning needs of children through observations;
- the good relationships between our school and the settings the children attend prior to joining our school;
- clear aims for our work, and the regular monitoring to evaluate and improve what we do.

Children are powerful learners. Every child can make progress in their learning, with the right help. Effective teaching and learning at Bussage is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Through play our children explore and develop their learning, which helps them to make sense of the world around them. They practice and build upon ideas, learning how to self-regulate and understand the need for rules. They have the opportunity to think creatively on their own as well as alongside their peers. They communicate with others as they explore and solve problems.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.

At Bussage, we ensure a variety of opportunities for children to learn through:

- 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.

These Characteristics of Effective Teaching and Learning underpin how we deliver the curriculum at Bussage and they are the foundations for the children's learning journey throughout our school.

As the children grow older and as their development allows, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. The balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At Bussage, ongoing assessment is an integral part of the learning and development processes. We observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify next steps in learning and to inform planning for each individual child. We also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, we administer the Reception Baseline Assessment (RBA). Alongside this, we carefully observe and assess pupils against the Development Matters statements to provide us with a starting point for pupils' learning to progress. These careful observations continue throughout the year and are tracked and recorded using Tapestry. Parents and/or carers can also contribute observations to Tapestry to share their child's experiences at home. This tool then allows us to develop a complete view of each child's development.

At the **end of the EYFS**, we 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child in their end of year report. In the report, we also provide a short commentary on

each child's skills and abilities in relation to the three key characteristics of effective teaching and learning

The profile is moderated internally (referring to the [Development Matters guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

In addition to this, children's progress is moderated at regular intervals throughout the year, both internally and in partnership with other local schools, referring to the Development Matters guidance.

Year 1 teachers and Senior Leaders are given a copy of the Profile report. This information is used to create a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs which provides a smooth transition for pupils into Key Stage One.

Working with Parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role in educating their children. We do this through:

- inviting all parents to an induction meeting during the term prior to their child starting school;
- giving the children the opportunity to spend time with their teacher in school before commencing their first term;
- encouraging parents to engage with Tapestry and contribute to their child's learning journey, giving them an opportunity to be actively involved in the progress of their child's learning;
- encouraging parents to talk to the child's teacher if there are any concerns.
- providing a formal meeting for parents every term at which the teacher and the parent discuss the child's progress;
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents eg: home phonics activities linked to their learning in school, an 'All About Me' box for a Show and Tell experience, Tappy Tortoise to encourage caring, communication and language, and 'WOW snaps' to celebrate achievements made at home;
- encouraging parents to become actively involved in the day to day classroom life if they are able to, for example, supporting Forest School sessions and reading with pupils in school;
- holding termly "Open Afternoons", where parents can look at and discuss their child's Learning Journey.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of their Reception year.

Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are set out fully in our Safeguarding and Child Protection Policy.

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At Bussage, we promote a healthy lifestyle, including physical, emotional and mental wellbeing, as well as the importance of good oral health. We encourage and support pupils with this by:

- talking to children;
- sharing picture books and other resources to explain the importance of the different aspects of a healthy lifestyle;
- modelling good practice;
- being involved in whole school initiatives, such as the Healthy Schools Award and events, for example 'Wellbeing Week'.

Monitoring Arrangements

A named member of the school's governing body is briefed to oversee the Early Years Foundation Stage Curriculum. The EYFS governor meets regularly with senior leaders and EYFS practitioners to review progress.

This policy will be reviewed at least every two years.