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|  | Bridlewood Primary School              | Last Reviewed<br>May 2023               |
|                                                                                   |                                        | Policy next to be reviewed:<br>May 2026 |
|                                                                                   | Early Years Foundation Stage<br>Policy | Page 1 of 5                             |

## Introduction

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’* (‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2021).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school we have a nursery provision for 3- and 4-year-olds. Children can join our nursery the term after they have turned 3. We have one reception class. Children join the reception class at the beginning of the school year in which they will turn 5 years old.

The EYFS is based upon four 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 and/or carers;
- **children develop and learn in different ways and at different rates.**

## A Unique Child

At Bridlewood Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

During children’s time in our early years settings, they are introduced to the characteristics of effective learning which describe behaviours children use in order to learn. We use this language with the children and encourage them to think about what characteristics they have used when learning.

| Characteristics of Effective Learning                                                                         |                                                                                                                         |                                                                                 |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Playing and Exploring                                                                                         | Active Learning                                                                                                         | Creative and Critical Thinking                                                  |
| <b>Engagement</b><br>Finding out and exploring<br>Playing with what they know<br>Being willing to 'have a go' | <b>Motivation</b><br>Being involved and concentrating<br>Keep trying<br>Enjoying achieving what they have set out to do | <b>Thinking</b><br>Having their own ideas<br>Making links<br>Working with ideas |

We support children to begin to understand the concept of the growth mindset. We encourage them to think of things they can't currently do as things they can't do **yet**, but with practice and effort everyone can learn and achieve.

### ***Inclusion***

All children and their families are valued within our school. We value the diversity of individuals and do not discriminate because of differences. All children at Bridlewood Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations that meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through PSHE teaching, our core values and the Jigsaw scheme of work we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

### **Positive Relationships**

At Bridlewood Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

## ***Parents as Partners***

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education. We do this by:

- talking to parents/carers about their child before their child starts nursery/school through individual Home Visits
- inviting the children and their parents/carers to stay and play sessions where they spend time with the adults who will be working with their children in the learning environment before they start school
- inviting all parents/carers to an induction meeting during the term before their child starts school to discuss school routines, expectations and to answer any questions parents/carers may have.
- operating an open door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- inviting parents/carers to a range of activities throughout the school year such as class assemblies, workshops, Christmas productions, stay and plays and sports day
- at the end of each half term, we support children to reflect on their learning and share this with parents in the form of 'pupil voice' on Tapestry. Children are encouraged to communicate what they have enjoyed, what they have learned and what they want to learn next
- encouraging parents to attend consultation meetings twice a year to discuss their child's progress
- providing parents/carers with a written report on their child's attainment and progress at the end of children's time in nursery and reception
- encouraging parents/carers to contribute to their child's learning profile by sharing 'wow moments' from home
- sharing our approach to reading, maths and phonics teaching through 'family phonics' sessions and curriculum meetings throughout their reception year
- offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers
- publishing a weekly overview on Tapestry and termly knowledge organisers, timetables, newsletters and photographs on the school web site
- outlining the school's expectations in the home-school agreement

## ***Staff***

We have one reception class teacher and one nursery class teacher. In our reception class there is one teaching assistant. In our nursery we have one full time nursery teaching assistant. In nursery during the summer term, an additional teaching assistant is in for morning sessions due to the increase of pupil numbers following the Easter intake. All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **Enabling Environments**

At Bridlewood Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment provides opportunities for child-initiated activities reflecting the current topics where they can develop gross motor skills, social skills etc. We provide well organised, stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

## **Learning and Development**

At Bridlewood Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

### ***Areas of Learning***

The EYFS is made up of seven areas of learning:

#### **Prime Areas**

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

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout the weekly topic focus and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. We also give direct teaching time every day to Phonics, Literacy and Mathematics with frequent opportunities for children to practice and consolidate their skills and knowledge.

Both nursery and reception have their own outdoor area which is used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active. We regularly spend time in our woodland area, giving the children opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural woodland environment.

### ***Play***

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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.

### ***Observation, Assessment and Planning***

Planning within the EYFS starts with a long-term plan in conjunction with KS1. Medium term plans are written termly and used by the teachers as a guide for weekly planning. A weekly topic focus, based upon the interests of the children, is linked to the learning objectives from the Early Years curriculum and shared with all staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

We use Tapestry which is an online learning platform to share children's learning profiles with their families. We record individual 'wow' moments and also 'snapshots' of things children have done during their time with us. Nursery and reception use a class floorbook which contains information of key learning moments children have shared. The floorbook is always accessible to the children and they use it as a tool to support self-reflection of what they have been learning in nursery/reception.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms. Children in reception have their own writing book.

At the end of children's reception year children's progress is assessed against 17 assessment scales derived from the ELGs (Early Learning Goals). Children are assessed as either 'emerging' within the ELG or working at the 'expected' standard. Children who are assessed as emerging against an ELG may require some additional support at the beginning of their time in year 1. Similarly, at the end of children's time in nursery, children's learning and development is assessed to determine whether they are 'emerging' or working at the 'expected' standard of learning and development for the prime and specific learning areas. Children who are not yet at the expected level of learning may require some additional support at the beginning of their time in reception.

At Bridlewood Primary School, we have regular pupil progress meetings with the senior leadership team where we share the stage that each child has reached at a given point and show the progress they have made. We discuss children's next steps and what we are going to do to enable them to meet these steps.

This policy links to our policies on:

Safeguarding

Behaviour

Teaching and Learning

Assessment

SEND

PSHE

Equal Opportunities