

Early Years Foundation Stage (EYFS) Policy

Brindishe Schools

‘The best way to prepare children for their adult life is to give them what they need as children. Children learn best when they are given appropriate responsibility, allowed to experiment, make errors, decisions and choices and are respected as autonomous learners.’

Tina Bruce: ‘Early Childhood Education’

Brindishe Schools
together we're more



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1. Aims

This policy aims to ensure:

- That children access a comprehensive, balanced, high-quality 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 through tailored provision and planning.
- A close working partnership between all Early Years staff and parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice. At Brindishe Schools all children deserve to have an equal chance of success.

2. 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.

3. Structure of the EYFS

Brindishe Green has both Nursery and Reception classes.

In Nursery, there are 44 15-hour places for children aged 3-4 years old.

In Reception, there are 3 classes of up to 30 children. Each class has a qualified teacher and is supported by Early Years teaching assistants.

Brindishe
Green

Brindishe Manor has both Nursery and Reception classes.

In Nursery, there are 14 15-hour places and 16 30-hour places for eligible families with children aged 3-4 years old.

In Reception, there are 2 classes of up to 30 children. Each class has a qualified teacher and is supported by Early Years teaching assistants.

Brindishe
Manor

Brindishe Lee does not have a Nursery.

In Reception, there is 1 class of up to 30 children.

The class has a qualified teacher and is supported by Early Years teaching assistants.

Brindishe
Lee

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally as 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, an appropriate level of focus is given to the 3 prime areas. Staff take into account the individual needs, interests, and stage of development of each child, and use this valuable information to ensure the provision provides a challenging and purposeful experience for all children.

Where a child may have a special educational need or disability, staff work closely with families and the Inclusion Team to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Within our provision and planning, staff reflect on the different ways that children learn and include these in their practice. Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children. All staff who work in the EYFS are involved in this process.

4.2 Teaching

Each area of learning and development is underpinned by the characteristics of effective of teaching and 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).

- Creative and thinking critically (children have and develop their own ideas, make links between ideas and develop strategies for doing this).

At Brindishe Schools we do not make distinction between work and play. Children learn through planned play activities and staff will use their professional judgement as to when child-initiated or adult-led play activities would provide the most effective learning opportunities.

EYFS provision at Brindishe Schools considers and incorporates the 7 key features of effective practice:

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnerships with parents/carers

4.3 The Learning Environment

All EYFS staff carefully organise enabling environment for high-quality play. They make time and space available for children to lead their own play and learning as well as join in to sensitively support and extend children's learning through high-quality adult-child interactions.

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has clearly defined learning areas where children are able to find and locate equipment and resources independently.

In each Brindishe School, the EYFS classrooms have enclosed outdoor learning areas and children are able to free-flow between the indoor and outdoor spaces. The outdoors offers children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore and use their sense differently, develop their language skills and be physically active.

COPY and PASTE admissions arrangements, deferred entry, starting & settling process – add to an appendix?

5. Assessment

At Brindishe Schools, in our Nursery and Reception classes, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their strengths and areas for development as well as their interests and learning styles. Observations are collected using online learning journals (Evidence Me and Tapestry), they are used to inform future provision and planning. Staff also take into account observations shared by parents and/or carers. Assessment in EYFS is about noticing what children can do and what they know, it is not about collecting lots of data and evidence.

Within the first 6 weeks that a child starts Reception, we administer the Reception Baseline Assessment (RBA). This is a short-assessment carried out one-to-one with each child by a Reception teacher.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Children 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/carers. The results of the profile are shared with parents/carers for their child. 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.

6. Partnership with parents and carers

In Brindishe schools, we recognise the importance of working in partnership with parents and carers. This sets the scene for children to thrive in the early years.

Parents and carers are kept up to date with their child's progress and development. Ongoing observations collected online and the EYFS profile help to provide parents/carers with a clear picture of their child's knowledge, understanding and abilities.

Each child in the EYFS is assigned a key person. In school this will be the class teacher and Nursery Nurse or Teaching Assistant. All EYFS staff help to ensure that the learning and care is tailored to each child's needs. They support parents/carers in guiding their child's development at home and they also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Intimate Care

Update from Clare Doran

9. Monitoring arrangements

This policy will be reviewed and approved by EYFS leads every 2 years.

At every review, the policy will be shared with and approved by the governing body.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Inclusion and equality	See equality / inclusion policies