



## Early Years Foundation Stage Policy

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### **Policy Statement**

At Beachborough School we believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience. Early childhood is the foundation on which children build the rest of their lives. It is not just preparation for the next stage - it is vitally important in itself. The physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected. We ensure that children learn and develop well, are kept healthy and safe and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life as independent learners.

This policy applies to all members of our school community, in our EYFS setting. Beachborough is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Beachborough seeks to implement this policy through adherence to the procedures set out in the rest of this document.

### **Aims**

This document is a statement of the aims, principles, strategies and intentions in the teaching and learning of our Early Years Foundation Stage children at Beachborough.

Every pupil in the Early Years at Beachborough is entitled to provision which:

- Supports and extends their knowledge and understanding.

- Encourages the formation of new skills.
- Provides opportunities to build confidence in all areas of their development.

“Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and 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.

**“Statutory Framework for the Early Years Foundation Stage”, Department for Education (2017:p5)**

The Early Years Foundation Stage is an educational programme that is for children from birth to the age of five. In our school, children are able to join nursery, part or full time, at the beginning of the term or half term when they are 2.5yrs old. All children begin school with a variety of experiences and having encountered different learning opportunities. At Beachborough it is the work of the Early Years team to build upon these experiences so that they can encourage, support and extend future learning and development. This is achieved by drawing upon all the expertise and experience of the teaching, support staff and teaching assistants within the Early Years Team, in addition to working closely with specialist teachers and parents and liaising with previous nurseries and schools attended prior to starting at Beachborough.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates.

### **A Unique Child**

At Beachborough we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Beachborough are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

At Beachborough we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all pupils, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- our Growth Mindset philosophy and the Beachborough learner profile;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging and inclusive activities for all children regardless of their development across the seven areas of learning;
- monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, values and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (Refer to our Safeguarding Policy)

### **Welfare**

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Beachborough we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 and the Government’s statutory guidance: ‘Working together to Safeguard Children’ and ‘Keeping Children Safe In Education’.

We understand that we are required to:

- promote the welfare of children.
- promote good health (including dental hygiene), preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ensure all staff understand the school’s Safeguarding Policy and procedures.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

### **Positive Relationships**

At Beachborough we recognise that children learn to be strong and independent from secure, positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts in our school.

- giving children the opportunity to spend time with their teacher before starting school during visit days/sessions, home visits, nursery visits and Move Up Day.
- inviting all parents to a Meet and Greet event during the first week of the autumn term.
- offering parents regular opportunities to talk about their child's progress in our Nursery, Kindergarten and Reception classes and allowing free access to the children's work.
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents during the autumn and spring terms at which the teacher and the parent discuss the child's progress confidentially. Parents receive a report on their child's attainment and progress at the end of the Autumn term and at the end of the school year.
- encouraging parents to contribute to the pupil online learning profile (Tapestry).
- informing parents of their child's weekly timetable via Tapestry. We call this a 'Learning Tree'.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Christmas events, Sports Day, Pre-Prep End of Year Celebration etc.
- contributing to the weekly newsletter outlining forthcoming events and what exciting things have happened in school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Beachborough the Reception teachers act as a 'Key Person' to all children in the year group, supported by the Teaching Assistants. In Nursery and Kindergarten all staff are assigned key children. In line with whole school policy, EYFS staff use positive reinforcement to support the learning of right from wrong using school rules, consistent boundaries and setting a good example.

### **Enabling Environments**

At Beachborough we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We foster and value a strong relationship between ourselves, parents and carers.

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

The planning within the EYFS follows Development Matters, medium term planning and short term planning, which are based around a variety of topics. These plans are used by the EYFS staff as a guide for weekly planning, however the staff may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning and/or via Tapestry. Notice is taken of children's individual interests and daily planning is adapted accordingly.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual online learning profiles. They also contain information provided by parents and other settings.

Assessment within the EYFS is about noticing what children can do and what they know. This allows practitioners to understand individual children's needs in terms of their development and progress. Accurate assessment highlights individual children's development and therefore allows staff to extend learning and plan next steps.

Within the final term of the EYFS (in Reception), we provide a written report to parents, reporting whether their child is at the expected level of development as well as PP1 readiness. We provide a reasonable opportunity for the parents to discuss these judgements with the EYFS teachers.

We liaise with parents, colleagues and other professionals when appropriate in line with other policies e.g. Behaviour and Discipline, Child Protection (Safeguarding), Assessment, Reporting and Recording Policies.

### **The Learning Environment**

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor areas. The wider school environment provides opportunity for children to learn in a variety of specific teaching areas. This has a positive effect on the children's development and allows for a smoother transition between year groups. The outdoor area offers opportunities for doing things in different ways and on different scales than when indoors. It provides a safe environment for the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access the garden that help the children to develop in both the Prime and Specific Areas of learning.

### **Learning and Development**

At Beachborough 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. Our activities reflect the different abilities, interests and backgrounds of our children.

### **Teaching and Learning Styles**

We recognise that a variety of teaching styles and methods defines the features of effective teaching and learning in our school. Features that are relevant to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the staff's knowledge of pedagogy underpins the teaching and learning delivered within the EYFS;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the expected level of development throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-regulation and executive function;
- the provision of good examples of language, listening and responding, to support children's language and mathematical thinking;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- all EYFS staff are expected to be aware of and follow the school's policies to ensure continuity of care for the children;
- information about children is shared between staff via staff meetings;
- the good relationships between our school and the settings that our children experience prior to joining our school;

- time is allocated during the week for staff to form strong, close relationships with the children and thereby enable accurate monitoring of progress.

### **Playing and Exploring**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and 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 learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to 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 Critically Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and are allowed to move them around the learning environments to extend their learning.

### **Areas of Learning and Development**

The EYFS is made up of seven areas of learning.

**Prime Areas:** these are fundamental, work together and support development in all other areas -

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

**Specific Areas:** these are essential skills and knowledge for children to participate fully in society -

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define what children are expected to have attained by the end of the EYFS.

Subject specialist teachers take children from the EYFS for PE, Music and French. A teaching assistant or class teacher may accompany the subject specialist teacher for the purposes of assessment and observation, behaviour management and pupil: teacher ratios.

EYFS classes enjoy their own Early Years assembly and collaborative singing session each week.

## **SMSC**

In the EYFS we actively promote the fundamental British Values of democracy, the rule of law, diversity and inclusion, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Early Years teachers work closely with the Head of Boardman to support in this area.

## **Monitoring and Review**

It is the responsibility of the EYFS class teachers to follow the principles stated in this policy. The Head of Boardman is responsible for the EYFS. The Head of Boardman will discuss EYFS practice with the staff regularly and provide feedback to the senior leadership team, raising any issues that require discussion.

The Head of Boardman in conjunction with the Assistant Head of Boardman will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

## **Forest School at Beachborough School**

Nursery, Kindergarten and Reception children take part in Forest School activities each week. All activities are risk assessed.

## **Introduction to the EYFS**

Parents and children are invited for taster sessions prior to their start date. Parents are encouraged to leave their child after they have settled. They will also receive a Pre-Taster Entry Form to complete. If a child is already at a setting, we will ask their setting to complete an EYFS Reference Form.

## **Transition from Kindergarten to Reception**

Kindergarten children, throughout the Kindergarten year, become familiar with the Reception staff, children and environment through contact during playtimes, assembly, lunchtimes, wrap around care etc. They will also follow a 'Reception Ready' programme in the Summer Term to enable them to be increasingly familiar and confident in their new surroundings. During Move Up Day the children complete a creative activity which is displayed for when they arrive in class in September.

## **Transition from Reception to PP1**

Throughout the Reception year, children become familiar with the PP1 staff, children and environment through contact during playtimes, assembly, lunchtimes, tea and co-curricular clubs etc. Reception children follow a 'PPI Ready' programme in the Summer Term to enable them to be increasingly familiar and confident in their new surroundings. During Move Up Day the children complete a creative activity which is displayed for when they arrive in class in September.

## **EYFS Health and Safety**

All EYFS Staff have a day-to-day responsibility for the health, safety and welfare of children in the EYFS. They must report any concerns to the Head of Boardman immediately. EYFS Staff have a daily responsibility for inspecting classrooms, inside and out and checking equipment used. Teachers complete a daily Health and Safety Checklist. Please refer to Beachborough School's Health and Safety Policy.

## **Uncollected Children**

Should a child within the EYFS not be collected at the end of the school day we maintain duty of care and would contact parents. If we weren't able to contact parents, we would contact the emergency numbers provided by parents. We would continue to look after the child and keep them safe until they are collected. We would contact the Local Authority if a child was not collected and we hadn't been able to contact parents, carers or emergency contacts.

### **EYFS Intimate Care**

Pupils may require assistance with intimate care (hands on physical care in personal hygiene) as a result of their age or due to having special educational needs and disabilities (SEND). In all instances, effective safeguarding procedures are of paramount importance.

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demands direct or indirect contact with or contact with intimate personal areas. Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body, cleaning a pupil who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Very young or disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

There are times when a child may require a change of clothes whilst at school. These changes will always be dealt with in a calm and sensitive way. We provide changing facilities and exercise good hygiene practices. Children in the Nursery and Kindergarten bring to school a full change of clothes and spare clothing is available if needed. Staff should inform colleagues if they are changing a child.

Protective clothing and necessary wipes etc are stored in the EYFS toilet areas. Soiled items should be placed into the designated bins.

### **EYFS Staff**

Head of Boardman and Head of EYFS (Deputy DSL and EYFS Behaviour Lead) – Miss Carolyn Sharps  
Nursery and Kindergarten Manager (EYFS SEND Lead) – Mrs Zoe Pritchard

Nursery and Kindergarten Teacher (In Mrs Zoe Pritchard's absence) – Miss Rebecca Edwards

Reception Teacher – Mrs Tanya Sumner

Reception Teacher – Mrs Charlotte Raclawski

EYFS Teaching Assistant (Senior Nursery Assistant) – Miss Kelly Andrews

EYFS Teaching Assistant – Mrs Sophie Hancock

EYFS Teaching Assistant – Ms Kate Andrews

EYFS Teaching Assistant – Mrs Katja Bennet

EYFS Teaching Assistant – Miss Celia Roca Rodriguez

This document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents: Curriculum, Behaviour Management, SEN, Supervision, Safeguarding, Health and Safety, Equal Opportunities and Intimate Care Policies.

This document is reviewed annually by the Head of Boardman or as events or legislation change requires. The next scheduled date for review is September 2022.