



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. 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 EYFS setting and our whole school community. 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.

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.”

“Statutory Framework for the Early Years Foundation Stage”, Department for Education (2024:p7)

The Early Years Foundation Stage is an educational programme that is for children from birth to the age of five. In our school, children can 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, 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
- Learning and Development

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 including special educational needs and disabilities (SEND). 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.
- encouraging a Growth Mindset and our Beachborough Learning Characteristics.
- 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 understanding the importance of values, setting boundaries, and building an ability to self-risk assess, in order to help them understand why society has communal rules and law. We provide children with choices and opportunities to help them develop these important life skills.

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 2024 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 school year.
- encouraging parents to contribute to the pupil online learning profile (Tapestry).
- organising a range of activities throughout the year that encourage collaboration between child, school, and parents: Christmas events, Parent Workshops, Show & Shares, 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, values, consistent boundaries, and modelling.

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 chosen by the interests of the children. 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 (Tapestry).

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. 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 can 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 including children with special educational needs and children with disabilities (SEND). 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 active, creative, and exploratory (ACE learning) 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, 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

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.”

Statutory Framework for the Early Years Foundation Stage”, Department for Education (2024: p18)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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 and wider school community 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 and EYFS Phase Leader 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 start preparing for the transition to PP1 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 Designated Safeguarding Lead 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.

School Policies

Many of our school policies are school wide and include procedures pertinent to our EYFS department. These include our Safeguarding Policy, SEN Policy, Behaviour and Sanctions Policy, Supervision of Children Policy, Missing Child Policy and 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 were not 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 Staff

Interim Head of Boardman– Mr Mark Jackson

EYFS Phase Leader and Reception Teacher - Mrs Gemma Holloway

Reception Teacher – Mrs Tanya Sumner

Nursery and Kindergarten Teacher– Miss Rebecca Edwards

EYFS Higher-Level Teaching Assistant – Mrs Judith Williams

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

EYFS Teaching Assistant – Miss Sophie Allington

EYFS Teaching Assistant – Mrs Katja Bennet

EYFS Teaching Assistant – Miss Izzy Kingsley

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 2024.