Achieving Success Together

Early Years Foundation Stage (EYFS) Policy

Formally adopted by the Governing Board of:	**Browick Road Primary and Nursery School**
On:	**28th January 2025**
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Last updated:	**January 2025**
Next review:	**January 2028**

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Statement of intent

At Browick Road Primary and Nursery School, we encourage children to be confident, independent, creative and resilient learners from the start of their learning journey. We aim for them to show respect for each other, their communities and the environment. We work together with parents/carers, children, staff and our community to support these aims. Through our teaching and learning strategy, we develop children's communication skills, ensuring that they know how to express themselves and develop effective relationships.

By establishing effective and supportive relationships with children and their families, Browick Road Primary and Nursery School aims to ensure that children have an understanding of themselves as individuals and are empowered to meet their own needs, whilst feeling valued as part of our community. We aim to provide an environment that enables children to be immersed in stimulating learning experiences, both self-initiated and adult-led, whilst working towards achieving the Early Learning Goals (ELGs) at the end of the Reception year.

1. Legal framework

1.1 This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the early years foundation stage'(updated 2024).

1.2 It also has regard to non-statutory guidance 'Development Matters' (Department for Education (DfE), updated 2023).

1.3 This policy is intended to be used in conjunction with the following school policies:

- Behaviour Policy
- Homework Policy
- Nursery Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy.

2. Aims

2.1 Browick Road Primary and Nursery School aims to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special and supporting them accordingly.
- Understanding that all children have different needs and develop at different rates.
- Ensuring that teaching is multi-sensory to ensure children access and enjoy learning in a variety of contexts.
- Encouraging children's independence and decision-making skills.
- Enabling children, parents/carers and staff to feel valued and respected as part of the school community.
- Recognising that parents/carers are the children's primary educators and working in partnership with parents/carers to support their child's learning and development.
- Providing a broad and balanced curriculum that is in line with the statutory framework for the Early Years Foundation Stage (EYFS).

- Providing a safe, secure and caring environment that enables and supports learning.
- Providing a range of learning environments, including outdoor learning.
- Raising children's awareness of their identity and role within the community, including the promotion of British values.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences that reflect children's personal interests and build on their existing knowledge.
- Teaching appropriate methods of expressing needs and feelings.
- Developing children's understanding of social skills and appropriate behaviour.
- Providing support for children to develop speech and language skills and understanding in partnership with parents/carers to enable children to communicate effectively and make progress in their learning.
- Working closely with other professionals to ensure all children are able to achieve their full potential.

3. Roles and responsibilities

3.1 The ***Early Years Leader*** is responsible for:

- ensuring that all staff members are familiar with the EYFS policy and curriculum
- implementing this policy throughout the school
- ensuring that all staff members, children and parents/carers are aware of this policy
- ensuring a key person is allocated to Nursery children to support each child's needs
- supporting staff development by providing regular continuing professional development (CPD) opportunities
- ensuring that parents/carers are regularly informed regarding the achievements and progress of children
- developing parental/carer engagement and community involvement
- monitoring the effectiveness of the EYFS curriculum and meeting with governors and senior leaders to discuss provision and outcomes for children.

3.2 The ***EYFS staff*** are responsible for:

- acting in accordance with this policy at all times
- working with parents/carers to support the learning and development of children
- having a firm understanding of child development and age-appropriate needs

- developing planning that challenges children and meets their individual needs
- encouraging children to communicate effectively in a variety of ways and to work collaboratively
- developing children's ability to become confident, independent, curious and inquisitive learners
- ensuring that the environment is appropriate, safe and conducive to effective learning
- providing learning experiences that adhere to the EYFS Statutory Framework and are supported by 'Development Matters'
- identifying any areas of concern with children's learning, development and emotional needs
- ensuring appropriate safeguarding measures are in place and that monitoring and recording procedures are adhered to in accordance with the school's Safeguarding and Child Protection Policy.

3.3 ***Parents/carers*** are responsible for:

- building on and developing their child's knowledge and understanding by continuing to support learning experiences at home
- communicating with Nursery and school about their child's progress and attainment using Tapestry
- encouraging their child's development and progress
- ensuring that their child regularly attends Nursery and School, giving reasons for any absences
- informing the school of any concerns or problems that may affect the child's behaviour, learning or wellbeing
- attending parent/carer consultations and other meetings; we welcome all parents/carers of EYFS children to be a part of school life by attending special events etc.
- ensuring that their child is appropriately dressed for all weathers (including sunscreen when needed) and is prepared for school, e.g. returning school library or reading books
- providing nappies, wipes and sacks if their child is not toilet trained.

4. Learning and development

4.1 Learning strategies

- At Browick Road Primary and Nursery School, we recognise the need to develop strategies to engage children and develop learning through a range of contexts and experiences.
- Staff will ask open-ended questions and challenge children to re-examine and extend their understanding of the world.

- Children's personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning activities to children's own life experiences.
- All children will be encouraged to reflect on their own learning and progress.
- Evaluations of individual children's learning will be used to inform future planning.
- Open-ended resources will be used to support exploration and critical thinking, as well as providing provocations to enthuse and motivate children.
- Learning objectives will be shared with the children and parents/carers, setting clear expectations for what children are expected to achieve.

4.2 Learning through play

- Browick Road Primary and Nursery School recognises that play is essential to children's cognitive, imaginative, creative, emotional and social development.
- We aim to provide play experiences that have a balance between adult-led and child-initiated play, allowing children to explore their own ideas and apply what they have learnt in different situations.
- Children will be able to explore at their own pace but are given consistent boundaries.
- Staff will be actively engaged in children's play, undertaking careful observations, joining in, and modelling and demonstrating new skills and next steps, in order to develop children's abilities and understanding.

4.3 Early Learning Goals

- At the end of the Reception year, children will be assessed against the Early Learning Goals (ELGs). There are seven areas of learning, three of which are called 'prime areas' and the remainder are 'specific areas'. These are divided into 17 sections, listed below.
- We respond to the development and learning of each child by planning experiences that include both prime and specific areas of learning. We aim for all experiences to cover the prime areas of learning.
- The prime areas cover fundamental skills to support the children's learning of the subject knowledge found in the specific areas.

4.4 Prime areas

- Communication and Language (Listening Attention and Understanding; Speaking)
- Physical development (Gross Motor Skills; Fine Motor Skills)
- Personal, Social and Emotional Development (Self-Regulation; Managing Self; Building Relationships).

4.5 Specific areas

- Literacy (Comprehension; Word Reading; Writing)
- Mathematics (Number; Numerical Patterns)
- Understanding the world (Past and Present; People, Culture and Communities; The Natural World)
- Expressive Arts and Design (Creating with Materials; Being Imaginative and Expressive).

5. Enabling environments

5.1 Browick Road Primary and Nursery School recognises that the environment plays an important role in supporting and extending children's learning and development.

5.2 All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

5.3 In order to create an environment in which children feel confident to try new things, staff members will empathise with children, support their emotions and ensure they feel valued.

5.4 Children have access to a range of learning environments, including indoor and outdoor activities.

5.5 Resources are age appropriate, well maintained and accessible for all children.

5.6 All spaces are well planned and resourced appropriately.

5.7 We recognise that outdoor learning is vital for children's wellbeing and development; therefore, we ensure that children have the opportunity to play and learn outside throughout the day and in all weathers.

5.8 Children in the EYFS will have full use of the main school facilities, including the library, allotments, and Forest School areas.

5.9 Our outdoor provision supports learning in the prime areas, offering children freedom to explore, use their senses and be physically active through:

- the use of natural materials
- learning about growing and the living world
- research and experimentation
- playing with water, sand and mud
- physical play and movement

- imagination and creativity
- construction and den building.

5.10 Learning environments at Browick Road Primary and Nursery School are well organised and suitable for group, individual and whole class teaching and learning. Easily accessible resources encourage independence.

5.11 School rules and expectations of behaviour are consistent throughout the different learning areas, and children are aware of these.

5.12 Educational visits are arranged in order to further expand children's learning experiences. Prior to a trip, a full risk assessment of the space is carried out.

5.13 Meal and snack times are an integral part of the day's learning opportunities. Turn-taking, good table manners and conversation are all actively promoted. Children are encouraged to become increasingly independent.

5.14 The Rising 4s and Reception children will have free school milk and fruit, or vegetables, provided as a snack. The 2 to 3 year-olds have free milk but must provide their own fruit or vegetable snack.

5.15 Teaching activities may be based upon a theme. Resources and activities that are adult-led may support this. Other resources and activities should encourage the development of children's skills across the subjects, e.g. joining skills or exploration skills. Learning activities can be whole class, small group or individual.

6. Parent/carer engagement

6.1 Browick Road Primary and Nursery School is committed to working closely with parents/carers. We understand that parents/carers are children's primary educators and we aim to create an ongoing relationship to support the development and learning of each child.

6.2 The school uses the Tapestry Learning Journal to establish home–school links, and parents/carers are encouraged to work closely with school to share interests, achievements and collaborate on children's learning.

6.3 The parent/carer partnership is key for the 2 to 3 year-old group, who will spend more time at home than in Nursery.

6.4 We will provide support, advice and workshops for parents/carers, with the aim of enriching and underpinning the teaching at the school.

6.5 We provide parents/carers with the opportunity to join children in sessions in Nursery and Reception classes.

6.6 Any concerns will be discussed with parents/carers sensitively and in a timely manner.

6.7 Parents/carers are kept up to date through the use of ParentMail, email, the school website, newsletters, and parent–teacher consultations ('Focus Child' meetings in Rising 4s).

6.8 Tasks may be set to be completed at home with the support of parents/carers. This may include sharing stories, phonics activities or reading books, or other challenges. Please see the Homework Policy for further details.

7. Planning and assessment

Planning

7.1 Diversity and inclusion is at the heart of planning, ensuring provision is made for every pupil to access learning at their stage of development.

7.2 Staff will develop knowledge of children and their families, and will use this information to plan learning experiences.

7.3 Observations are used to inform planning and create a picture of children's learning, skills and development.

7.4 Plans will also be developed in conjunction with 'Development Matters' non-statutory curriculum guidance to support children's progress towards meeting the Early Learning Goals.

7.5 When planning activities, the following aspects will be taken into consideration:

- children's individual needs and level of development
- children's interests
- observable patterns of behaviour
- the learning environment
- provocations
- staff members' roles.

7.6 In the 2 to 3 year-old age group, teaching and learning activities are planned around the theme of a different story every two to three weeks, and are specific to an

individual child or small group. Planned activities will be initiated by the Nursery Manager and developed by the child's key person.

7.7 In the Rising 4s, teaching and learning activities are planned by the Nursery teacher and will include whole class as well as individual and small group activities. In the Nursery, as a whole, we aim to provide plenty of time and opportunity for learning to take place through free play and child-initiated activities.

7.8 Planning may vary in structure according to the stage in the school year to support children's stage of development and as part of the transition process.

7.9 Plans will be monitored and evaluated by the EYFS Leader to ensure breadth, challenge and progression. These will also be shared with other curriculum subject leaders.

Assessment

7.10 Upon entry to Nursery, a baseline will be set using knowledge of the child from both the child's key person and parents/carers.

7.11 Between the age of 27 and 30 months, children in Nursery will be assessed using the Two-Year Check to check developmental progress.

7.12 The development of children in Nursery will be monitored as progress from their own starting points, with reference to 'Development Matters' checkpoints.

7.13 Children will be assessed using the statutory Reception Baseline check within their first month in the Reception class, and against the ELGs at the end of the Reception year.

7.14 Assessment should not entail prolonged breaks from interaction with children, nor should it require excessive paperwork.

7.15 Staff knowledge of the children will be built through observation and conversation as well as through communication with parents/carers. This knowledge of the child informs teacher judgements on attainment and progress.

7.16 Ongoing formative and summative assessment as well as parental/carer contributions enable staff to reflect on children's learning and interests, informing provision.

7.17 Staff provide children with feedback, allowing them to reflect on their own learning and to move their learning on.

7.18 Tapestry Learning Journals are regularly updated for parents/carers to view at any time. Parents/carers are invited to consultation meetings twice a year to discuss progress in Reception and to Focus Child meetings in the Autumn and Spring terms in Nursery (Rising 4s). A written report is sent home at the end of the school year.

7.19 Children's Tapestry journals are reviewed by staff members on a regular basis, in order to monitor children's development and progress.

7.20 Data and/or developmental information for groups of children are collected on a termly basis, in order to monitor learning and progress. This informs discussion during pupil progress meetings with senior leaders.

8. Transition periods

8.1 Browick Road Primary and Nursery School understands the importance of a sound transition process. We adapt our practices to support children settling into their new learning environment and moving into Nursery, Reception or into Key Stage 1.

8.2 The school offers 'Stay and Play sessions during the summer term and at the beginning of the Autumn term, prior to children starting Nursery and Reception.

8.3 Reception staff communicate with Nursery settings and, where possible, visit those settings in the summer term prior to the Reception year.

8.4 Transition to and from other Nursery settings may involve conversations between practitioners and written comments on the child's prime areas of learning.

8.5 Transition meetings between EYFS and Year 1 teachers are held during the summer term.

8.6 EYFS staff provide Year 1 teachers with information regarding children, allowing them to accurately plan effective learning during Year 1.

8.7 Year 1 planning takes into account transition from Reception. The curriculum and timetable are altered according to the needs of the class.

9. Monitoring and review

9.1 Teaching and learning are monitored regularly by senior leaders, the EYFS Leader, Nursery Manager and curriculum subject leaders, and reported to governors.

9.2 Any changes to this policy will be communicated to parents/carers and staff members, as necessary. Parents/carers can request a copy of the policy from the school office.

9.3 This policy will be reviewed every three years or sooner if curriculum guidance etc. make it necessary.