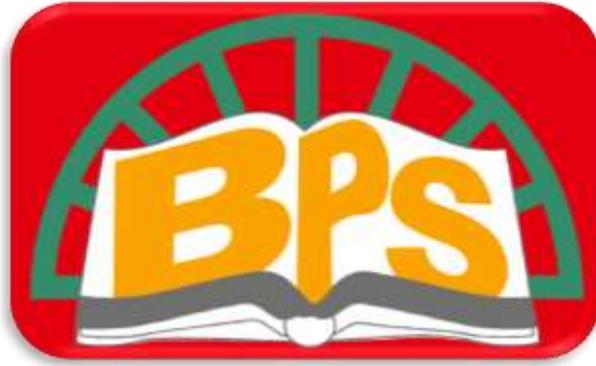




26.01.23



Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Early Years Foundation Stage

Person Responsible: F Bates

To be reviewed: September 2024

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, children can join us in our Foundation Stage One (Nursery) class, the term after their third birthday, either part time or full time, with the 30-hour provision. Children are also able to start full time in the September after their fourth birthday, in our Foundation Stage Two (Reception) class.

Why do we teach EYFS the way we do?

At Brinsley Primary and Nursery School we believe that the Early Years Foundation Stage (EYFS) plays a vital role in building early school experiences and attitudes. We aim to provide a broad and balanced curriculum which will enable each child to develop to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. We follow a whole school enquiry-based curriculum that supports children to gain the skills, knowledge and understanding, as they start out on their educational journey, so that they can progress from their individual starting points when they enter our EYFS, and preparing them for the next stage of their education.

We intend to:

- Provide a welcoming setting for children and their families, where we all work in partnership with each other to build positive relationships, ensuring children feel safe and valued.
- Support independent, happy learners who thrive in our school, reaching their full potential and developing a love of learning.
- Understand and follow children's interests, providing opportunities throughout our EYFS curriculum, to support and consolidate learning and knowledge, all within a safe and stimulating environment.
- Prepare children to reach the Early Learning goals at the end of the EYFS and ensure children make good progress from their starting points. In turn supporting their development as they move into key stage one.
- Help children to make links with their learning, developing independence and problem solving. This is done with a balance between adult-led and child-initiated approaches.

How do we teach in our EYFS?

At Brinsley Primary and Nursery School, we follow the Statutory Framework for the Early Years Foundation Stage (September 2021). This framework specifies the requirement for learning and development in the Early Years, promoting teaching and learning, giving children a broad range of skills and knowledge.

Overarching principles

The Statutory Framework for the EYFS (September 2021), sets out four guiding principles that shape practice. These are:

- Every child is a **unique child**, who are constantly learning and can be resilient, capable, confident and self-assured.
- Children should be strong and independent through **positive relationships** with peers and adults.
- Children learn and develop well in **enabling environments** with teaching and support from adults.
- Importance of **learning and development** at the pace of each individual child, challenging where appropriate.

The areas of learning and development

There are seven areas of learning that must shape educational provision in early years settings. These come under the umbrella of the Prime and Specific areas of learning and they are important and inter-connected. These areas, called the 'Prime Areas' are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The final four 'Specific areas', support and strengthen the prime areas.

The Prime Areas:

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

The Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout all of these areas of learning and at the heart of our EYFS curriculum, are the 'Characteristics of Effective Teaching and Learning', which focus on the way in which children learn. They are split into 3 subheadings:

- **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
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our curriculum offers children the chance to enhance their prior knowledge whilst building up new knowledge and skills, through our topics. Extra opportunities are given to follow children's interests, in partnership with parents, the community and the wider world.

Our teaching offers children a balance of adult-led and child-initiated approaches, that allow children to learn through purposeful play and learning experiences. Children are supported to make sense of the world around them through continuous provision and small group activities. They practise and build up ideas, learning to self-regulate and think creatively alongside their peers. Development Matters is used to support staff to plan and deliver the requirements of the EYFS framework, building up to ensure that our children make progress to achieve the Early Learning Goals (ELG) by the end of Foundation Stage two (Reception).

We aim to develop children's language through a communication friendly environment that builds on introducing and applying new vocabulary, in all areas of learning, through conversation, modelled language, oral rehearsal, story-telling and role-play. We engage with parents supporting them to building language skills at home, through Nottinghamshire Language for Life. Daily phonics sessions for all EYFS children, develop listening and attention skills and a phonological awareness. Reading is supported at home through a weekly visit to our lovely school library, where children can choose books to share with their families. Children are also given decodable reading books that match their development and parents/carers are supported with Phonics workshops and resources. Children are read to daily, engaging in stories, non-fiction, rhymes and poems.

Our enquiry-based, half termly topics, introduce a question as the 'theme' and this is then flexibly delivered, with a WOW session at the beginning or end of the half term. Learning is developed through sessions and provision that builds skills, knowledge and understanding.

Our outdoor area aims to enhance teaching and learning in problem solving and investigative ways. Children have daily opportunities to access the outdoor environment, which sometimes includes the wider school grounds. This enables them to increase their levels of physical activity and make links with learning in the outdoor environment positively.

How do we measure the impact in our EYFS?

At Brinsley Primary and Nursery School, our aim is to ensure that children make good progress from their starting points, and we strive for them to reach the Early Learning Goals by the end of EYFS. On entry to both Foundation One (Nursery) and Foundation Two (Reception), we carry out a baseline of children's knowledge. This is done through conversations with parents, previous settings, observations and spending time with children. This provides us with information to support future planning so that we can ensure children build on their skills and knowledge and fulfil their potential, whilst meeting individual needs. We are also then able to recognise the gaps in their learning and can plan any relevant support or interventions. This includes a focus on vulnerable groups such as those with SEND, disadvantaged or summer born children.

The impact of our curriculum can be measured through summative assessment, for which we use O'Track. This online assessment system is used throughout school and allows us to compare children's attainment and track each child's progress. These assessments are done as a Baseline on entry and then at the end of each term. This leads up to assessing against

the Early Learning Goals at the end of Foundation Stage two (Reception). Staff make assessments using their professional judgements and spending time with children, supporting and moving on their learning, where appropriate. We also use Evidence Me as a method of recording WOW moment observations of children. These are then shared with parents and carers.

The impact of our curriculum will also be measured by how well our children have developed into resilient, independent learners, who are able to adapt, use and apply skills learnt across the curriculum, as they move through each stage of their educational journey. We aim to prepare them to carry forward a positive attitude, and for them to become caring and valued citizens of the wider community.

We hope that our children will also appreciate and understand the world around them, experiencing and learning about different cultures, music, art and history.

We also support our children and parents, with the transition from Foundation One to Foundation Two and importantly, into Key Stage One. Parents and children are able to meet the new teachers and visit the new learning environments. Staff from EYFS and Key stage one work closely together to ensure that everyone feels safe as new relationships are built, and that children are able to continue to develop and progress successfully.

Overall, we strive for our children to 'Learn today, be a star of tomorrow!'