



Brunswick Park Primary School

Learning for living through Respect, Support and Challenge

EYFS POLICY

Review Date: September 2023

Principles

The Early Years Foundation Stage covers the first 5 years of a child's life, and all the vital learning that takes place in this time, both within a setting and out of it. This includes learning that takes place within a child's own home, family and community before the child enters a setting such as playgroup, nursery or school.

At Brunswick Park Primary School, we consider the Foundation Stage to be an essential part of a child's education, and place a high value on children's experiences with us between the ages of 3 (when they enter Nursery) and 5 years, as they leave Reception and join Year 1; indeed, we extend children's Foundation Stage experiences into Year 1 where necessary, recognising that many children need to continue with a carefully planned, play-based curriculum as they prepare for the requirements of Key Stage One; sensitive transitions are planned throughout the Foundation Stage and into Year 1 in order to best support children's individual learning needs. This flexibility is based on the principle identified in the document 'Excellence and Enjoyment' (QCA, 2003) as a 'planned and existing freedom', whereby children may be taught from 'earlier or later programmes of study' to best meet learning needs.

Our intentions are:

- to support children's development into eager, confident and curious lifelong learners, equipped with the skills, knowledge and attributes they will need to access learning throughout their lives;
- to encourage them to form trusting friendships with their peers and with adults in school;
- to develop strong and healthy bodies and a love of play;
- to know that they are valued and loved, both as individuals and as part of our school community;
- to ensure that every child makes as much progress as they can, reaching their full potential in each area of learning.

Organisation

The Early Years curriculum is devised into seven areas of learning; three Prime areas and four Specific areas

1. Personal, Social and Emotional Development (Prime)
2. Communication and Language (Prime)
3. Physical Development (Prime)
4. Literacy (Specific)
5. Mathematics (Specific)
6. Understanding the World (Specific)
7. Expressive Arts and Design (Specific)

All areas of learning are important, but it is recognised that careful consideration is given to Personal, Social and Emotional Development; Communication and Language and Physical Development when planning in all areas; it is considered that good opportunities for learning and development in these three developmentally sensitive areas are a pre-requisite for learning in the others. All areas must be planned for, but such planning should demonstrate opportunities to develop prime areas and teach Specific skills through them.

Planning and Curriculum

The EYFS curriculum is published on the school website. In line with the rest of the school, teachers organise at least one trip out of school per half term, as well as one visitor, such as the fire brigade or an owner with a pet. Nearly all learning is done through play, with exception of a few short carpet sessions for specific teacher input.

Planning starts from children's developmental levels and is loosely based around a topic. Practitioners in the Nursery spend the first 2 -4 weeks in September (the settling-in period) by observing children's interactions and their self-chosen play; activities are planned around children's immediate interests and include opportunities to develop and

extend skills. Once children are settled, planning can then be organised into topics or themes, which are developmental and progressive from Nursery throughout Reception. Learning intentions are organised into termly topics, finalised by the Assistant Head for EYFS/KS1 but with contributions and suggestions from all staff; these topics are open-ended and include seasonal opportunities and events.

Practitioners in Reception complete the Reception Baseline Assessment (RBA) as soon as possible after children start. Topic based teaching starts as soon as all children have entered the setting, usually by the end of the second week of the Autumn term.

The EYFS year group teams meet weekly to plan, evaluate and moderate; during planning sessions, medium-term plans are further broken down into weekly or fortnightly short-term plans, based around children's needs and interests. In line with Years 1-6, Reception teachers use Literary Curriculum Teaching Sequences to plan for writing; high quality texts are always chosen as a starting point.

Provision

Taught sessions

Nursery children do not attend any whole group carpet sessions in the first weeks of the Autumn Term. Once the teacher judges that the children are ready, a short carpet session is introduced. There will also be short sessions for sharing books, usually just before children leave for to have lunch or go home. It is our belief that children should have as much uninterrupted time to play as possible, so we never stop play for carpet activities in the middle of a session. Children who are not yet developmentally ready to access whole group sessions will be provided with alternative activities for their age and stage.

Reception children, once their settling-in period is complete, take part in several short carpet sessions throughout the day, where they have specific skills and knowledge modelled to them by a practitioner. These sessions are for Phonics, writing, maths and reading. As in the Nursery, children who are not able to access carpet sessions are provide with a suitable alternative.

Continuous Provision

Some of the resources in the Nursery or Reception classrooms are available for children to use whenever they wish. This includes writing and maths materials, construction, creative resources, loose parts, role play and sand and water play.

Enhanced Provision

To link the provision to the topic, the practitioners will enhance some of the areas in Nursery or Reception with resources which develop a specific skill or area of knowledge. For example, if the topic is animals, the practitioners may choose to add animals to the role play areas or to the sand and water, or provide extra small world opportunities.

Assessment and record-keeping (including observations)

Observations in the EYFS form the basis of continuous and rigorous assessment; observations are planned for, with a 'focus' group of children selected each week as observation targets. Our aim is that each group of children will be included in a planned, focussed observation cycle once per half term, such observations to include 'long focussed observations' and short, sticker type observations across several areas of learning. These observations then feed into the planning cycle by further identifying children's interests and the and skills they need to develop to move their learning on. A record of children's learning is kept on Tapestry, an online platform which parents should contribute to. All staff working in EYFS are expected to make observations of children across the setting.

The internal data is collected every half term and used to plan next steps. Levels given to children are moderated internally and externally with colleagues from other settings in the borough. In June the EYFSP is completed for each child and these levels are moderated informally every year and on a formal moderation cycle approximately once every three years. The percentage of children gaining the Good Level of Development (GLD) is no longer published nationally, however results are reported to the Local Authority.

Staffing

In September 2022 there will be two Reception classes, with up to 60 children in total, and the staffing will be:

- 2 teachers
- 2 teaching assistants

In the Nursery there will be up to 52 children attending full or part time, with no more than 30 children per session, and the staffing will be

- 1 teacher
- 2 teaching assistants

We are mindful of the ratios and qualification levels set out in the EYFS Statutory Framework; careful adjustments take place whenever necessary to ensure that the minimum ratios and qualifications are maintained.

Budget allocation

The Early Years Phase Leader has responsibility for the budget allocated by the school but consults with staff when making decisions about how the budget is spent. The Phase Leader is guided by the School Development Plan and the Subject development Plan when making decisions about budget expenditure. Where possible, a separate 'year group' budget is allocated for each class, so that practitioners have access to funds for any particular class needs or spontaneous opportunities, such as shopping trips or extra art materials.

Partnership with Parents and Carers

The EYFS makes explicit the requirements to work in partnership with Parents and other significant people in children's lives; we value contributions from parents and families and enable this in the following ways:

- Parents and carers are offered tours of the setting either individually or in small groups. They have the opportunity to speak to leaders and staff, to see the setting in action and ask questions. Children may accompany parents on the tour.
- If a place is offered, parents are given an individual appointment where they are helped to complete paperwork by a member of staff; at this point, they visit the EYFS classrooms again, give staff detailed information about their child and ask questions. The child must accompany the parent.
- Nursery and Reception children have an individual timetable for settling in and parents/carers are expected and actively encouraged to stay with their child for short periods
- 'Stay and Play' – new families are invited to visit school at the beginning of term, to meet with the Head Teacher and other staff, and to visit their child's class 'in action' for a short time.
- Parents' Evenings take place three times per year, and parents can make an appointment to speak to the teacher at any time. Parents can also speak to teachers informally most days before and after school.
- Parents and Carers are registered on ParentMail for communication in writing and can contact staff in writing via the school office.
- Children joining our Reception classes from other settings are offered a visit from a member of our staff to their current setting, to meet them in a familiar surrounding before they start at Brunswick Park.

- We make every effort to involve families in school life by accompanying children on trips, watching their child in shows or sports days and attending other events throughout the year.