



**Bovesfield  
Primary School**

# **Bovesfield Primary School**

## **Early Years Foundation Stage Policy**

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## Bowesfield Primary School Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age 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, March 2017)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all Foundation Stage children begin attending Nursery, either part time or for 30 hours (full time) should Parents and Carers meet government criteria, at the start of the school year in which they turn four. Reception children begin attending school full time at the start of the school year in which they turn five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### Inclusion

We value the diversity of individuals within the school. All children at Bowesfield Primary School are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school 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 Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, 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:

- recognising that all children are unique and special
- 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
- providing learning experiences in play which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn

- providing a safe and supportive learning environment in which the contribution of all children is valued
- teaching them to express and communicate their needs and feelings in appropriate ways
- developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously
- supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary.

### Positive Relationships

At Bowesfield Primary School we recognise that children learn to be strong and independent from secure 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 being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school either through a home visit, or through an informal meeting at school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school
- Operating an open door policy for parents with any queries
- Offering half termly workshops for parents to work with their child on activities to support their learning
- Introducing Tapestry as a way for parents to communicate with us about their child's learning at home
- Offering two parent/teacher consultation evenings per year, usually in November and February
- Meeting with parents to hand over their child's report and discuss their attainment and progress

### Key Person

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 Bowesfield Primary School each child is allocated a key person, this is usually the class teacher. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Reception and Nursery staff and children work closely together. The Reception teachers meet with Nursery staff to discuss new intake children. Staff meet with pre-school providers when

possible to discuss each individual child and their transition process into school. We use the Local Authority document 'Moving Forward in Early Years' to share information between settings.

## Enabling Environments

At Bowesfield Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

## Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes place through regular observations. These observations are recorded and contribute to the child's individual 'Learning Journey'. At the end of Reception, we use the Early Years Foundation Stage Profile (EYFSP) to record if children have reached expected levels of development. Each child's level of development is recorded against 17 assessment scales derived from the Early Learning Goals (ELGs). Within the final term of the EYFS, we provide a written summary to parents/carers, reporting their progress against the ELGs. These are discussed with parents when Report handover meetings take place and children's next steps are shared. We also submit these results to Stockton on Tees Borough Council.

## The Learning Environment

The Early Years Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and creative. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Early Years Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

## Learning and Development

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of wellbeing and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- 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 Early Learning Goals throughout 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
- 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

## Play

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. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

## Characteristics of Effective Learning

The “Characteristics of Effective Learning” are at the heart of our Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills.

### Playing and Exploring

Engagement: 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. They express fears or re-live anxious experiences in controlled and safe situations.

### Active Learning

Motivation: 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 Thinking Critically

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

### Areas of Learning

The EYFS curriculum is made up of seven areas of learning:

Some of these are prime areas – they are fundamental, work together and support development in all other areas

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

While others are specific areas – they include essential skills and knowledge for children to participate successfully 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 all important and depend on each other.

At Bovesfield Primary School the Early Years Curriculum adopts a balance of In the Moment Planning and adult- led activities. We provide a responsive curriculum for the needs of our children and use the long term plan as a guide to enable us to enhance and widen their experiences. We focus heavily on the areas of PSED and Communication and Language. This alongside incorporating the interests of the children enable us to ensure they have a rich and varied learning experiences to allow them to reach their full potential and equip them with the skills they need to access the curriculum as they move through school.

Planning in the Moment

Planning in the moment is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on our skilled practitioners using quality interactions to draw out the children’s knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the **teachable moment** from the child’s perspective and be skilled enough to know when to intervene and when to stand back and observe.

Planning in the moment is all about capturing the moment of engagement and running with it to make sure the children progress.

### **The teachable moment**

National Strategies document states:

“It is in the moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skillful adult makes a difference.”

What does the child gain from the teachable moment?

The child should feel valued, important, interesting, capable, and able to learn as well as gaining knowledge, skills, attitude and understanding therefore making progress in one or several areas of the Early Years Curriculum.

What does the practitioner gain from the teachable moment?

They should feel valued, important, interesting, capable, and able to teach as well as gaining a sound understanding of the child’s knowledge, skills, attitude, understanding and progress.

## Phonics

Phonics is taught daily using the Read Write Inc. scheme when children are ready. This may be during their time in Nursery, or when they start school in Reception. When planning this way it enables staff through careful adult questioning to enhance, deepen and consolidate learning and knowledge.

## Safeguarding in Early Years at Bowesfield Primary School

*See Safeguarding Policy*

## Special Educational Needs in Early Years at Bowesfield Primary School

*See Special Educational Needs Policy*

**Monitoring and review** It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The Head teacher, Senior Leadership Team, Early Years Leader and Curriculum Leaders will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

