



Badgerbrook Primary School EYFS Policy

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS)

Introduction

“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 EYFS)

Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Badgerbrook Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning with a topic based approach where each area of learning starts with a big question and is built upon learning new vocabulary, which the children know as ‘sticky words’. This approach continues on their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress from their own starting points.
- Develop close relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Structure of the EYFS

At Badgerbrook Primary School children are admitted to Foundation in the September following their fourth birthday. Children join from many different preschool settings. The children are taught in 2 classes, each with a class teacher and a member of support staff (Nursery Nurse or FSTA).

The Curriculum

The EYFS is based upon four principles:

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

The EYFS framework includes 7 areas of learning and development that are important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning and forming relationships and thriving. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Our Early Years setting has a program of learning (see appendix 1) which outlines how we teach the 7 areas of learning throughout the year.

Characteristics of Effective Learning

The EYFS also includes characteristics of effective teaching and learning, and teachers plan activities and guide the children with these in mind. The characteristics of effective learning are:

- 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

Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Some key observations are recorded on the online learning journey 'Target Tracker.' These observations are published to parents every half term.

Each child is assessed on entry into school. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception, alongside this the staff undertake other assessments to help with our own baseline.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- expected (meeting the expected level) or
- emerging (not yet meeting the expected level)

The profile reflects ongoing observations and discussions with staff. The results of the profile are then shared with parents and/or carers and also discussed with the Year 1 staff.

Transition

Prior to starting school, the EYFS lead contacts all preschool settings and arranges to visit the settings where possible. We hold a meeting for parents in the Summer term before their child starts school, this gives parents chance to meet their child's teacher and support staff and ask any questions. We go through our EYFS information booklet and talk about the arrangements for starting school.

The children have a stay and play session with their parents the week before they start school in September.

On starting school, the children come in for half days for the first week and then begin full time the following week.

When moving to Year 1 we liaise with the staff and discuss the children that are moving to them. During the Summer term, the children have opportunities to meet their new teachers and carry out activities both in the EYFS classrooms and the Year 1 classrooms.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy was written in August 2021 and will be reviewed and approved by the Headteacher and Governors every three years, or as necessary.

D. Little

Foundation Stage Phase Leader