Early Years Foundation Stage (EYFS) policy

Bramber Primary School

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1. Aims

At Bramber Primary School, we believe that early childhood is the foundation on which children build the rest of their lives. We therefore greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

In order to provide a strong and successful start for each child we ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Our Early Years provision is made up of one Reception class with the capacity for 30 children. Our classroom area is open-plan and we play and learn next to the Year One and Year Two classes.

Our Reception class is supported by a class teacher and a teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas 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

4.1 Planning

The 3 prime areas are central to our early years planning. We take time to plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop transferable skills and understanding.

We take into account the individual needs, interests, and stages of development of each child in our care, and we use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Reflective practice is important to us and we regularly observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. Our staff respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

In planning and guiding the children's activities, we reflect on the different ways that children learn and include these in our practice.

4.2 Teaching

Early Years practice consists of a balance between playful learning opportunities and more formal teaching sessions. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provide rich opportunities for communicating and modelling language. These are also excellent opportunities for explaining, demonstrating, exploring ideas, encouraging, questioning, providing a narrative for what the children are doing and setting challenges.

We understand that play is about much more than just fun and we believe it helps to build flexible minds and an enquiring spirit. We also believe that teaching and learning opportunities are found within all of the learning environments. While we do not always know exactly when these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

Our staff recognise that the environment plays a very important role in supporting and extending the children's learning and development. Using resources that are open ended encourages creativity, imagination and high order thinking skills and they can become anything and have unlimited potential.

Our timetable allows for long uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk.

5. Assessment

At Bramber Primary School, 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers and inform the child's transition process into year one.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

During the first half term at school, parents are invited to an information coffee morning where the 'Home School Reading' scheme will be described, the Home-school agreement is drawn up and other areas of your child's learning will be explained.

We hold an autumn and spring parent's evening to ensure parents and carers are kept up to date with their child's progress and development. We also hold regular curriculum open days where parents and carers are invited into their child's classroom to see and celebrate the learning that has taken place that term.

We use an online journal called Tapestry to record the children's learning, experiences and development with photos and videos which is shared with the parents. These then can be kept as a permanent record of each child's unique learning journey. Parents and carers are able to view their child's special moments as soon as they are uploaded whilst also being able to upload their own comments and media. This communication between staff and parents helps to build a shared understanding of how each child is progressing through their Reception year.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The EYFS profile, completed in the summer term, helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years in our 'Marvellous Me' topic.

We focus specifically on:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every three years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy