



BORROWDALE CE PRIMARY SCHOOL

Educating for Life in all its Fullness

Early Years Foundation Stage Policy May 2022

APPROVED BY :

Name:

Position:

Signed:

Date:

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Name:

Position:

Signed:

Date:

Next review date: May 2025

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	May 2020
2	<i>Incorporated new government guidance and other minor amendments</i>	<i>May 2022</i>
3	Minor updates	September 2023
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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", Department of Education, 2017)

Intent

At Borrowdale School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential

We adhere to the [Statutory Framework](#) for the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and development** is important. Children develop and learn in different ways and at different rates

Our Aims at Borrowdale

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally
- Encourage children to develop independence within a secure and friendly atmosphere
- Support children in building relationships through the development of social skills such as cooperation and sharing
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential
- Provide a safe environment which is sensitive to the needs of the child, including children with additional needs

Learning and Development

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected. Three areas (prime) are particularly crucial for igniting the children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

In addition to this, the 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, within our small school we will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things

Observation and Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English.

Parents as partners

We recognise the important role parents play in educating the children and we strive to create and maintain strong partnership with parents and carers. We do this by:

- Encouraging parents to attend consultation meetings to discuss their child's progress
- Actively encourage parents to participate in their child's education by inviting them to celebration events

- Providing parents with a written report on their child's attainment and progress
- We encourage parents to access their child's learning online (via Tapestry)
- Invite parents and carers to attend play group afternoons

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on links with the community to enrich children's experiences by taking them on educational visits and inviting members of the community into our setting.

Inclusion

We value all our children as individuals at Borrowdale, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early identification of children with additional needs is crucial to ensure all children receive the support they need and are given the best learning experience possible. Thus, enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Learning Environment and Safety

At Borrowdale our learning environment is organised in such a way that children can explore and learn independently in a safe environment. Our school has access to a range of amazing outdoor spaces both within our school ground and the wider Borrowdale valley. In EYFS we aim to promote a love of learning by exploring outdoors wherever possible. Staff plan regular local walks and trips as well as allowing children time to play and explore our woodland areas. In all our learning environments the children's safety and welfare **is** paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and regular outdoor activities. We follow set procedures when children become ill or have an accident.

There are a number of toilet facilities available to the EYFS, and there are hygienic changing facilities containing a supply of towels and spare clothes. Nappy changing facilities are also available.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding

issues, and recognise signs of potential abuse and neglect and maintain a record of these concerns.

Staffing

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns
- Identify solutions to address issues
- Receive coaching to improve their effectiveness

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions and organised social events at Borrowdale School to develop familiarity with the setting and practitioners.

The Year 1 teachers will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Transition from EYFS to KS1 is smooth as the Reception children regularly work with and alongside the KS1 children and teachers.

Monitoring and review

This policy is reviewed by the governing board and the headteacher. Any changes made to this policy will be communicated to all relevant stakeholders. All members of staff directly involved with the EYFS are required to familiarise themselves with procedures outlined in this policy as part of their induction.

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Procedures
- Health and Safety Policy
- Supporting Pupils with Medical Conditions