



Early Years Foundation Stage Policy

March 2022

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’
(Statutory Framework for EYFS 2021)

At Beever Primary we aim to provide all children with a broad and balanced curriculum that enables all children to develop. We encourage creativity with our pupils allowing them to make new connections or think inquisitively. We believe, by encouraging children to generate new ideas from an early starting point, it helps to develop their creative minds and can support their intellectual development.

We believe at Beever that parents play a vital role in their child’s education and so we ensure we develop effective partnerships with the parent and carers right from the start. This also ensures children and their parents experience a positive start to their school journey.

Reception intake – 30
Nursery – 26

The Early Years Foundation Stage (EYFS) applies to children from birth to five but within our school we cater for children aged 3 to 5. Children at Beever Primary have the opportunity to join Nursery the term immediately after their third birthday and remain in nursery until the September after they are four.

Nursery children attend from 8.55 until 12 pm Monday – Friday. Nursery children therefore access 15 hours per week. We do accept 30 hours to those families who are eligible or we offer top up hours for a cost of £80 per week.

Our Early Years children are split into two classes. Nursery aged 3 to 4 and Reception aged 4 to 5. If our nursery is not to full capacity, Rising Three children are able to be enrolled the term after their third birthday. We complete a January and April intake for these children. They will then also continue in nursery the following academic year.

EYFS Curriculum

There are seven areas of learning with the foundation stage curriculum. These are broken into prime areas and specific.

Prime areas:	Specific areas:
<ul style="list-style-type: none"> • Personal, Social and Emotional Development <i>(Building Relationships, Self-Regulation, Managing Self)</i> • Communication, Language <i>(Listening & Attention and Understanding, Speaking)</i> • Physical Development <i>(Gross Motor, Fine Motor)</i> 	<ul style="list-style-type: none"> • Mathematics <i>(Number, Numerical Pattern)</i> • Literacy <i>(Reading and Writing)</i> • Understanding the World <i>(Past and Present, The Natural World & People Culture and Communities)</i> • Expressive Arts and Design <i>(Creating with Materials, Being Imaginative and Expressive)</i>

Nursery children focus primarily on the prime areas of learning to ensure that children have all of the necessary skills in order to learn. When most children have developed in the prime areas, we continue to strengthen and apply these skills through the more specific areas such as literacy and maths.

Characteristics of Effective Learning

The EYFS framework also includes the 'Characteristics of Effect Learning'.

Nursery and Reception Teachers plan activities which reflects these and provide the children with a range of opportunities to play, explore and think critically about the World around them.

- **Playing and Exploring** – children investigate and experience things and will 'have a go'
- **Active Learning** – children concentrate and keep on trying when 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.

Beever's Early Years 'I Can' Curriculum

We have developed our 'I Can' curriculum in Early Years based on the new Development Matters, released in July 2021. We have broken down elements from this documents into smaller steps and included additional statements which we feel are necessary for our children to be taught and learn. Our curriculum is now a progressive and sequential document showing what we teach in the Autumn term, Spring and then Summer to support children in reaching the end of year outcomes.

Along with the rest of school, our Early Years follow a question based curriculum. This allows us explore topics and learning through detailed questioning. We follow a half termly topic cycle typically based on the children's interests. From this we create an overarching question for that topic. For example, 'Why is it always cold in winter?' Within this topic there are then weekly questions for children to focus on and gain a deeper knowledge and understanding of the topic. The medium term plan incorporates indoor and outdoor activities which are changed weekly depending upon the weekly question. The objectives covered within these activities are taken from our 'I Can' statements.

The structure of the day in Nursery includes several carpet sessions (based on the prime areas of learning), adult led activities and child initiated activities. When most children are secure within the prime areas of learning, have made good progress and show readiness for learning, specific areas of learning for carpet sessions are introduced. This is usually within Spring and Summer terms.

The structure of the day in Reception differs slightly as reception children take part in daily phonics (Read, Write, Inc) sessions and carpet sessions based on the specific areas of learning, such as literacy or mathematics.

Teaching and Learning occurs indoors and outdoors throughout the day in Early Years. We feel the importance of learning through play is key to the foundation stage curriculum;

"Play co-ordinates a child's learning. It helps children to make sense of what they learn." Tina Bruce

Assessment

On entry to Foundation Stage, baselines are completed for both Nursery and Reception children using observations over the first few weeks, what parents share with us on home visits and during planned drop in sessions. Transition documents from previous settings are also used to inform baseline. We also complete the NFER baseline in the first four weeks.

Tapestry is an online learning journey where school can record observations or 'wow moments' to share with parents. We aim to capture significant moments in the children's learning which will then support our teacher judgements when completing data and assessment for Autumn 2, Spring 2 and the end of the year.

Tapestry is used so parents can view and contribute to their child's learning journey. We have also begun using Tapestry as a tool to share with parents virtual floorbooks for maths and other aspects of our day so that parents can understand what the children are learning at school and how to support their children at home.

When the children are settled into our setting we complete WellComm assessments on all children. WellComm is a Speech and Language intervention, which targets key areas through small group activities. The children are then

grouped by scores and a small intervention will take place a number of times per week to ensure we are targeting specific elements that the children need support with.

Observations, teachers' judgements and evidence in writing and topic books, all contribute towards overall assessments completed at the end of each half term. Data is then shared with SLT through pupil progress meetings. After analysing the data each half term, next steps are identified and planned for through medium terms plans or interventions.

Child Protection & Safeguarding (See School Policy)

At Beever we meet the EYFS statutory guidance as we have 2 experienced teachers and 2 Level 3 Teaching Assistants within the Early Years unit at all times. This ensures a minimum of 1:13 when teaching in the indoor and outdoor environment. Children are taught in mainly key worker groups and this information is shared with parents and carers. Three members of staff in Early Years are First Aid trained, with 1 member of staff having Paediatric First Aid qualification.

When on a trip or educational visit offsite we follow the guidance of a 1:3.

We recognise the importance of safeguarding and welfare requirements and follow these guidelines from the EYFS statutory Framework published in 2017.

Parents

At Beever we believe that Parents play an integral part in a child's education and so we encourage and value all support given.

Before children start in September all children, those who are new to the school receive a home visit/online zoom call due to Covid-19, where the teacher and teaching assistant have the opportunity to introduce themselves and see the child in their home environment. The parents are able to share concerns or raise questions and staff can provide the family with necessary information they may need for a successful start in the September.

We provide a drop in session for all children who will be attending in September to come into the school for a short session as part of our transition process.

We ask all parents to fill out an 'All about me' booklet where families can share likes and dislikes and friends and family. All of these experiences help parents contribute to our initial baseline assessments of the child in the September.

We plan activities throughout the year where parents are invited into school to take part in different activities. We also provide workshops for parents at different points throughout the year to provide parents with the knowledge they may need to support their child at home. Eg RWI, REAL project. We also highly appreciate any help and support from parents or carers for any educational visits, or volunteer work in school.

Inclusion

In Early Years we follow the school's behaviour policy and refer to our class charters to ensure children have a better understanding of the rights they have whilst they are in school.

'We have the right to learn'

'We have the right to play'

'We have the right to feel safe'

The children are beginning to understand what this means for themselves and others and know that if they choose not to do the right thing then others may not be able to learn, play or feel safe.

We also have a 'Thinking Mat' in Nursery and Reception as a place for reflection and to think about their actions without severe consequence.

We have many children who attend our school with English as an additional language and are International New arrivals. Each child has the right to learn and so all children's contributions to the daily life in Early Years is valued. Interventions are provided to children who have English as an additional language to support them in learning the English Language, however we provide a rich and stimulating environment that should encourage children to use and develop their speaking and listening skills. EAL children are therefore exposed to the English language throughout the day. We also use Communication In Print, which creates symbols and labels. These symbols are displayed in all areas within the classroom. We also create symbols for key activities throughout the day.

Children who are highlighted as having Special Education Needs (SEND) are placed on the schools SEN register. Interventions, achievable targets and support in class are then given to children who require additional support.

Health and Safety – EYFS adheres to the school's Health and Safety policy