



Beaufort Primary School

EYFS Policy

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| Author | C Dewberry, L Mills, J Johnson | |
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1. Introduction

At Beaufort Primary School the term Early Years Foundation Stage refers to the provision given to the children in our Reception and Nursery classes. Reception children enter school from September of the academic year in which they will turn five years old. Our Nursery children enter the Nursery after their third birthday on a date convenient to parents/carers.

Within this policy the term “setting” is used to refer to this provision.

The term “practitioner” refers to the members of staff working with children within the setting. As stated within the Early Years Foundation Statutory Framework the ratio within our Reception classes cannot exceed 30 children to 1 teacher

This policy outlines the purpose, nature and management of the Early Years Foundation Stage and it is the responsibility of practitioners working within the EYFS setting to implement it.

2. Aims of the Early Years Foundation Stage

Early Years education is holistic, it encompasses all areas of learning and development and is the foundation on which all future learning is rooted and built upon.

At Beaufort Primary School we believe that all children deserve the best possible start to their school life both emotionally and intellectually in order to enable them to reach their full potential. We do this by:

- Helping children to understand that others may have beliefs, cultures and opinions that are different from their own and supporting them to develop care, respect and appreciation of others.
- By recognizing the importance of play to support children’s learning.
- Providing experiences, which challenge, stimulate, excite and motivate to learn.
- Providing experiences, which reflect children’s personal interests and build on their existing knowledge and understanding in order to extend their learning and development.
- Providing effective learning opportunities both inside and outside.

3. The Early Years Foundation Stage Framework

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape good practice within Early Year 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parent/carers.
- Children develop and learn in **different ways and at different rates**.

The curriculum in EYFS at Beaufort Primary School is a challenging and exciting one based around the seven areas of learning.

The three Prime areas are:

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



The children are also supported in the four Specific areas, through which the three prime areas are strengthened and applied.

The Specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We also encourage and recognize the Characteristics of Effective Learning in children's play. We do this by providing open ended resources and learning opportunities which challenge and extend children's thinking.

- Playing & Exploring
- Active Learning
- Creating & Thinking Critically

EYFS children experience a rich and stimulating curriculum to build and develop a range of skills across these areas. All Nursery children begin to explore phonics through Phase 1 of Letters and Sounds. When children are ready to advance to Phase 2, specific phonic sessions are led by the Nursery teacher. In Nursery all children who are due to move to Reception the following September receive a daily teacher input for Literacy and Mathematics

In Reception, all children take part in daily Phonics, Literacy and Mathematics sessions to develop specific skills and knowledge.

4. Active Learning through Play

In the EYFS we recognise that children learn most effectively when they are active. Therefore we strive to provide the children with meaningful first hand experiences in which they can explore, think creatively and be active participants in their learning both physically and cognitively.

In the EYFS setting at Beaufort Primary School the practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage the children in meaningful experiences and cover all the areas of learning. These play activities support the children to discover, explore, investigate, develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts.

Activities, which are play based, are also set up in order to allow the children to apply their newly acquired knowledge and demonstrate new skills thus giving opportunities to practise and consolidate.

The outside area is an important learning space where children can explore, play and develop skills. Nursery children use the outside area and the school grounds as part of weekly Forest Friday sessions. The aim of our Forest Friday sessions is for the children to feel safe and secure in the school grounds whilst discovering and connecting with nature.

5. Planning

Our Long Term plan is based upon the EYFS framework which sets out the Early Learning Goals that need to be worked towards and covered throughout the academic year. Half termly topics are decided upon with the children's interests and stage of development in mind. Medium term and weekly plans are written by our EYFS practitioners. The weekly plan is flexible and can change on a day to day basis as it is also determined by our observations and assessments of the children and thus need to reflect and respond to the children's interests, needs and level of

development.

6. Assessment & Record keeping

Assessment in the EYFS at Beaufort Primary School is of the utmost importance and is ongoing throughout the whole day. Effective assessment of the children is conducted in many ways.

We use planned and focused assessments of a child's learning and individual needs. We also use practitioners' observations of children in both adult focused activities and child initiated play. The observations are recorded in many forms; post it notes, narratives and photographs. All practitioners working with the children carry out observations which are invaluable as they inform us of the children's level of development, needs, interests, and learning styles. We also assess the children by engaging with them in their play and through talking to them during a range of activities.

In Nursery children are given a weekly homework task to engage parents in their children's learning. In Reception parents are involved in children's reading by completing their reading record

In addition we ask that parent/carers fill in "Wow" slips to tell us of things that their child has done at home. We find these particularly interesting as we get a "snapshot" of the child in their home setting which also feed into our understanding of the whole child.

A record of each child's progress in all areas of their learning is updated and tracked using O'Track.

Learning Journals are used to record children's progress over the academic year. The Learning Journals contain photographs and evidence of self initiated learning.

We continuously monitor and assess each child's development using the Early Years Foundation Stage Profile. The judgments made are based upon the evidence gathered from all the different types of assessments that we use in order to get a "best fit" picture of the child. This is updated once a term on O'Track and allows us to plot the progress that each child is making in all areas of learning and to plan for each individual's needs and next steps.

Baseline Assessment is carried out using the Early Years Profile within the first 2 weeks of children entering the setting.

7. Mobile Devices

Members of staff do not use their mobile phones, tablets, cameras or similar devices in the classroom or other areas occupied by the children and are prohibited from taking images on their personal devices. All personal devices are locked away in staff lockers or locked cupboards during the school day. Members of staff do use school tablets and cameras to take photographs as evidence to support judgements as part of the ongoing observation process. The photographs are used in Learning Journals, on school displays and on the school website with parental consent.

8. Parents/Carers as Partners

At Beaufort Primary School we recognize the importance of establishing positive relationships with parent/carers, as highlighted in the EYFS Framework. We endeavour to share information about the children and encourage the parent/carers through dialogue and "wow" slips to share information with us. We believe that an effective partnership between home and school will have a positive impact on the children's learning and development.



Regular whole school newsletters are sent home. In addition half termly topic information is displayed on the school website and on the notice board. Letters are regularly sent home to inform parent/carers of key dates and events.

EYFS practitioners hold parent/carer sessions frequently to inform and engage in their child's learning across the EYFS curriculum. We encourage parent/carers to get involved with their child's learning and send home books, sounds and words for the children to share and read at home with them.

In Nursery parents/carers come in with their child for self registration and to settle children to an activity. We offer a weekly library to Nursery children to encourage parents to share a book with their child. Book review slips are available for parents and children to give feedback on the books they access.

Reception parent/carers are invited to come to a fortnightly "Family Friday" session and become involved in the learning activities with their children.

Parent/carers are invited to attend a parent/carers meeting in the Autumn term and again in the Spring term. In Reception they receive an end of year report, which informs them of their child's level of development and the progress they have made.

We strive to create a warm and friendly environment in the setting where parent/carers feel comfortable and at ease to come and discuss any concerns they may have and to share information with us about their child. We operate an open doors ethos.

9. Admissions and Induction

In Nursery parents/carers are invited to come with their child for a one hour induction. The Nursery teacher takes a detailed background of the child's likes and interests and explains the routine to the parent/carer. For those children who find it more difficult to leave their parent/carer, the Nursery teacher will offer a flexible approach to suit their child's needs.

Beaufort Primary School provides full time education in the Reception Year. Prior to the children starting school in September they are invited to visit in the previous summer term. During these visits the children meet the practitioners and familiarise themselves with the setting. They also meet the other class members. The children are given a booklet of photographs of the practitioners and the setting.

In the last term in EYFS the Year 1 teachers meet with the EYFS practitioners 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 every child.

10. Equal Opportunities

At Beaufort Primary School we value all of our children as individuals irrespective of ethnicity, culture, religion, home language, background, gender or ability. In EYFS we plan a curriculum that meets the needs of the individual child and support them at their own pace ensuring that we deliver inclusive practice.

11. Special Educational Needs

Please see Special Educational Needs Policy

12. Health and Safety

- The classroom is checked every day for hazards and any found are removed.
- The children are taught to carry scissors safely.
- The outside classroom is checked daily for hazards and any found are removed.
- The gate is locked for children's safety
- The children are taught to use the equipment outside in a safe manner.
- The children are encouraged to drink water when they need it during the day. The children's water bottles are stored in a way that make them easily accessible to the children throughout the day.
- Fresh fruit and milk is available for the children when they wish at a snack table in the classroom.
- The children are taught to wash their hands after visiting the toilet and before they eat.

13. The role of the Assistant Head (EYFS/KS1)

The Assistant Head has the responsibility to:

- Provide leadership within the EYFS setting.
- Support colleagues to further develop skills.
- Keep up to date with new developments at local and national level, through attending network meetings, training courses and reading new material, and to communicate these developments to colleagues.
- Work with the Headteacher and the EYFS Governor to write and implement an annual action plan.

14. The role of the Headteacher

The Headteacher has the responsibility to:

- Monitor the impact of teaching and learning in the setting.
- Use assessment data to monitor progress
- Work with the AHT and EYFS Governor to implement an annual Early Years action plan which is monitored and evaluated.

15. The role of Governors

The Governors have the responsibility to:

- Monitor the EYFS action plan
- Visit the setting as agreed with the AHT in line with the action plan.
- Attend family events and liaise with parents/carers.