



# EYFS Policy



**"Learning, Enjoying, Succeeding Together"**

## January 2024



## EYFS Policy

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## 1. Curriculum Statement

### Bearwood Primary and Nursery School's EYFS Curriculum Statement

Our **INTENTION** in our Early Years Foundation Stage (Nursery and Reception) is to ensure that every child has a superb start to their school life; a start that provides them with the necessary knowledge, skills and characteristics that will enable them to become life-long learners, reaching their full potential.

We will achieve our **INTENT** by **IMPLEMENTING** a curriculum which embeds the seven key features of effective practise in EYFS.

By **IMPLEMENTING** our curriculum, the **IMPACT** will be:

Children leave Early Years as confident, active and independent learners with a good understanding of all areas of the curriculum. The children will be proud and enthusiastic of their learning journey so far, ready and eager to embrace the Year 1 curriculum, linking previous learning. Children will leave Early Years in line or above national expectations.

### Seven key features of effective practice – The foundations of our curriculum implementation:

#### Development Matters (*Revised 2023*)

##### 1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months<sup>1</sup> behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

##### 2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

##### 3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

##### 4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

#### **5. Assessment: checking what children have learnt**

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

#### **6. Self-regulation and executive function**

- Executive function includes the child's ability to: – hold information in mind – focus their attention – think flexibly – inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate: – concentrate their thinking – plan what to do next – monitor what they are doing and adapt – regulate strong feelings – be patient for what they want – bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

#### **7. Partnership with parents**

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

## **2 Record Keeping & Assessment**

### **2.1 Learning Journeys**

In our Nursery, records of children's progress are maintained in the form of a learning journey, which is made up of three elements:

- Book for any recorded learning that shows significant attainment/progress. This can be for any area of the EYFS curriculum
- Class PSED scrap book
- Tapestry online journal

In Reception, records of children's progress are maintained in the form of a learning journey, which is made up of the following elements:

- English book
- Maths book
- Independent work folder
- Class PSED scrap book
- Tapestry online journal for all other areas of the EYFS

English and Maths books are used to record children's teacher-led Literacy and Mathematics work. The independent work folders collates work produced by a child independently that will show progression of their learning over the year. These are used as an aid to monitoring and moderation at a whole school level. All other areas of the EYFS are recorded and evidenced using Tapestry. This may include some evidential links to Literacy & Mathematics where children evidence their skills independently in the free-flow environment, during Let's Explore.

Observations take place in line with the new EYFS framework so are only used at key points within the year to record significant milestones in children's learning. Observations are also used to communicate with parents in order to create and sustain positive working relationships.

## **2.2 Making Observations**

The following codes are used when recording observations and annotating children's learning.

I – Independent work

S – Support Given

All work and observations should be dated.

## **2.3 Assessment of Learning**

Practitioners use observations to support their knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

There is regular monitoring and assessment of each child's development using the Development Matters and Early Years Foundation Stage Profile in line with the school's assessment calendar.

At the end of the EYFS, staff complete the EYFS profile for each child in line with the statutory guidelines as published each year. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **2.4 Baseline assessment**

All pupils entering EYFS will complete the statutory baseline assessment in line with the requirements.

In addition, our own baseline assessment is carried out during the children's first few weeks upon entering the setting. This assessment in Nursery focuses on the prime areas of learning and CoEL and is in line with the Trust expectations. This assessment in Reception, focuses on the prime areas of learning, some key elements of literacy and mathematics and CoEL and is in line with the Trust expectations.

Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently during Let's Explore (self-initiated activities) across all Areas of Learning and Development. Assessments are recorded for the Prime Areas and Literacy and Mathematics within the Development Matters and tracked using Brom Com. Phonics is tracked using Little Wandle half termly assessments.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

## **2.5 Parents/Carers as Partners**

At Bearwood Primary and Nursery School we recognise the importance of establishing positive relationships with parents/carers, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about our children with parents/carers.

We value the role of parents/carers as children's primary educators. We encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents/carers are kept informed of what is happening in the setting through regular letters, Tapestry observations and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. All parents/carers receive the weekly communication email from the school which includes termly curriculum guides

Parents/carers are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parents' evening takes place during the spring term where practitioners will feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include:

- Parent Partnership events/ Open Classrooms
- Phonics and Maths workshops
- Annual Reports
- Homework Activities
- Parent submissions to Tapestry

Parents are also invited to get involved with school life. The school has a volunteer scheme and parents are encouraged to become volunteers supporting children across the school in a variety of ways, helping in the classrooms, on class trips and as part of the Parent & Friends Association (PFA)

### **3. Transitions**

#### **3.1 Transition into Bearwood Primary and Nursery School**

Any child starting in our Nursery or Reception Year receive a home visit or meet and greet session. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions.

Staff at Bearwood Primary and Nursery School work closely with pre-school providers in the area to ensure the best possible transition for all children, including those who did not attend our Nursery.

Data relating to the new cohort is received by the school in April. Once parents have accepted their place, they will be sent an online forms to complete. As a school, we currently take children from a number of various pre-schools and our Nursery. The EYFS lead teacher will liaise with each of these settings, wherever possible. Practitioners, including the school's SENCo may also visit other settings if they become aware or a child with very specific needs or if there is any information on the transfer form that indicates a visit is necessary. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to our school as smooth as possible.

#### **3.2 Transition from Bearwood Nursery into Reception**

Children attending our Nursery have regular opportunities throughout the year to work with adults from across the Reception team during our daily let's explore sessions.

#### **3.3 All children starting in Reception**

In the summer term, all parents of children starting in Reception, are invited into the school for a welcome evening. This is an informative evening where parents can find out about the general day-to-day running of the Reception Class and what to expect when their child starts in September. Information packs will be distributed to parents at this meeting, detailing school routines and expectations.

Before they start in the setting, all children are offered a chance to come and meet their teacher and spend time in the setting. This is in the form of Stay and Play Sessions. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting.

Once all the information about our new children has been gathered, the Early Years Lead meets with the SENCo and Head to ensure that provision for our children is in place to meet the needs of every child.

For the first few days, the children attend the setting for half days. Gradually, the length of time the children stay in school extends, until they become full time, by the end of the first week. This enables the children to become familiar with their new class, teachers and peers in a safe and nurturing environment.

### **3.3 Transition to year 1**

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together.

There are significant differences in the style of provision in Reception and Year 1 which can be a source of concern for children and parents.

To support children to prepare for these changes, staff in Reception give the Year 1 staff a detailed handover of each child.

Children have a number of visits to year 1 in the summer term to help them familiarize themselves with the environment and to meet their new teacher. The Year 1 teacher will also visit the Reception setting and teach the Reception children in order to establish positive working relationships and to familiarise themselves with the children's routines.

In the Summer term, Reception children will experience some whole class teaching. What they receive will be dependent on what is developmentally appropriate for each child.

## **4 Early Reading**

At Bearwood Primary and Nursery School we strive to ensure that every child is a reader and fosters a love of reading. This begins in the Early Years where practitioners create literacy rich environments across the settings. Children will be read to by an adult at least twice every day for pleasure and one for language development. During this time, practitioners and/or children will choose texts from a carefully selected library of high quality children's literature. The children will answer questions relating to the text in order to allow for a deeper understanding of what has been read.

Every child will take home a library book every week to develop their love of reading. It is not expected that the child will necessarily be able to read this book independently, rather it is an opportunity for the parents/carers to enjoy sharing this text together.

From the first full week of school, our children begin learning phonics by following our Systematic synthetic Phonics programme: Little Wandle. Every child will receive a phonics book to take home which is closely matched to their phonics ability. They will be able to read 90% of this book independently so this will be an opportunity for children to celebrate their learning with their parents/carers.

## **5 Resourcing**

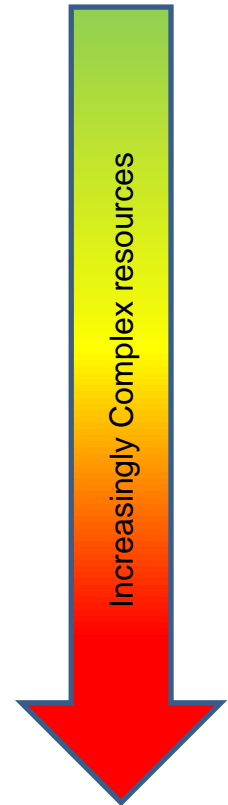
The resources available are gradually introduced throughout the year as they become developmentally appropriate. This is gauged through assessment. Not all children will reach the same development stage at



the same time so resources will need to reflect the current spread of abilities. The diagrams below shows the types of resources available for children to access independently to match their developmental stage. For further information, the 'long term continuous progression' document outlines this in more detail.

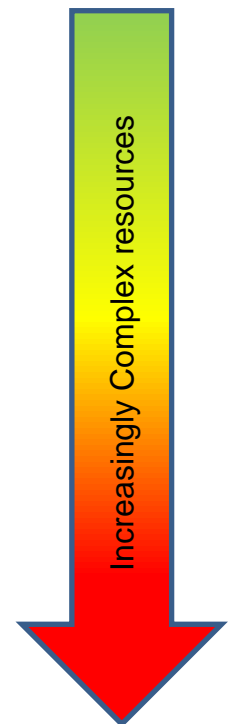
### Writing Area

- Whiteboards & pens
- Paper (plain & large lines)
- Basic Tracings
- Chunky Pencils
- Sand trays
- Coloured pens
- Chalks
- Chunky crayons
- Phase 2 sound mats
- Paper (large lines, themed boarders)
- Tracings with more complexity
- Tags, labels, sticky labels, Post-it notes
- Folded card for card making
- Phase 2 & 3 sound mats
- Tricky key word mats
- Pencil targets
- Topic words
- Capital letter support mats
- Paper (large lines, themed boarders, note books)
- Tags, labels, sticky labels, post-it notes, greetings cards, envelopes
- Selection of thinner pens crayons and pencils.



### Number Area

- Counting objects
- Numeral cards/ numicon to 5
- Numbered pots to 5
- Sorting objects
- Sorting trays and pots
- 2d shapes
- Pattern activities
- Numeral cards/ numicon to 10
- Numbered pots to 10
- Number lines
- Pegs
- Dice
- Numeral cards to 20
- Numbered pots to 15
- 2d & 3D shapes
- Doubling and halving resources
- 100 squares
- Data recording resources
- Hoops for sorting





## Creative Art Area

- Opportunities to cut, squeezey scissors and basic scissors
- Masking tape
- Glue sticks
- Thick paint brushes and large long handled paint rollers
- Paper
- Wool
- PVA glue
- Paper clips
- Hole punch
- Thin card
- patterned scissors and punches
- String
- More complex joining materials
- Split pins
- Staples
- Thicker card
- One handed hole punch
- Treasury tags
- Sellotape
- Thicker ribbon

## Reading Area

Familiar books from nursery and pre-school settings  
Topic books and favourite stories gradually built up over the year.  
Story vote  
Books to read linked to Little Wandle reading scheme.



Increasingly Complex resources

## **6. Outside Classroom**

At Bearwood Primary and Nursery School, we see our outside environment as an essential part of our EYFS provision. The outside area is divided into a number of zones. The zones, include a maths zone, mud kitchen, builders yard, water zone, role play and gross motor area. There is an outdoor (covered) area to make the outside provision accessible all year round.

We believe the outdoor environment is a learning environment just as indoors and should be of equal importance. The outdoor environment provides learning experiences and opportunities which cannot be provided indoors. The outdoor environment should complement the indoor learning environment and offer activities in a much larger, messier, noisier and bolder way. It should provide opportunities for living things to be observed in the natural environment and for the weather, seasons and the effects of these to be observed and experienced first-hand. We believe that all children should have continuous access to the outdoor environment on a daily basis.

The outdoor environment should allow the children to have choice in their learning and in the activities that they choose. We believe the outdoor environment can help us to encourage children to be more physically active, enjoy recreation, develop socially, take an active role in planning their own learning and feel confident to express their feelings.

### **Purposes/Outcome we want:**

- children to have access to the outdoor environment on a continuous and daily basis
- to ensure the outdoor environment provides opportunities to develop their large motor skills
- our children to have the opportunity for energetic play, exercise and fresh air
- to observe, assess and record the learning that happens in the outside environment
- children to plan and have ownership of the learning that happens in the outside environment
- children to care for the outside environment in and out of school
- to enable children to work on their own and with others
- children to have the opportunity to relax, enjoy and have fun outdoors
- children to play in a large space
- children to experiment with noise and sound
- to give children an opportunity to become involved with messy activities
- children to make discoveries and to add a new dimension to activities in a different environment.

### **The Weather**

Children have the opportunity to explore outdoor learning in a variety of weather conditions. The outdoor classroom is undercover and provides protection from the elements. In addition, children should have the appropriate clothing to enable them to do this safely such as, being encouraged to wear sun hats in the summer months and bring in sun cream from home to apply when needed. Children have the opportunity to come indoors if they are too hot and have access to drinking water. Alternatively, children and staff are encouraged to wrap up in warm suitable clothing in the autumn and winter. The school has many pairs of welly boots to facilitate outdoor exploration in wet weather. Children are able to choose to come inside if they are cold and staff swap over roles. Staff will liaise if they feel there are extreme weather conditions which may make it unsuitable or unsafe for children.

### **Creativity in the outdoors**

The EYFS team at Bearwood Primary and Nursery School strive to enable and encourage creative learning opportunities by providing space, time, resources, and activities. We will encourage use of open-ended resources on a bigger scale, such as den building, problem solving and risk taking, use of imagination and making independent and active choices. A balance of adult and child initiated activities and tasks will be planned for in response to children's interests.

### **Forest School Sessions**

At Bearwood Primary and Nursery School all Early Years children get the opportunity to participate in Forest School. There are many positive impacts of Forest School on children in terms of confidence, social skills, language and communication, physical development and knowledge and understanding of the world. The children wear weather appropriate clothing in these sessions and when learning skills which could potentially harm a child, appropriate safety measures are put in place.

### **Broad Guidelines**

- children have access to outdoor learning for a vast majority of the day
- children are encouraged to experience a variety of activities in the outdoor area
- children experience a range of adult led and child initiated activities
- children have first-hand experiences of nature and wildlife
- children are encouraged to explore the natural world using all of their senses
- children are given opportunities to develop their large motor skills
- children have access to a range of well organised manmade and natural resources.

### **Writing and Mathematics in our outside environment:**

There is not a specific writing area or maths area in our outside environments because purposeful and 'real-life' writing and maths is promoted in all other areas of the outside environment. Practitioners ensure that support and prompts for writing and maths are readily accessible. This includes access to paper, writing implements, Little Wandle sound mats and tricky key word mats (reception only) for writing; and number, pattern, measuring and capacity resources for maths.

### **The role of staff in inside and outside continuous provision**

- staff play alongside children as well as initiating focused activities

- staff are flexible and aware of the importance of building on children's prior experiences and interests
- staff scaffold and move children's learning forward
- staff ensure resources are well organised and easily accessible for all children
- staff provide positive role models showing respect and care for the classroom
- staff plan for opportunities which build on children's next steps.

### **Safety**

The outdoor area is checked for health and safety reasons every morning by a member of the EYFS team and any issues are addressed. This may result in temporary closure of certain areas. All issues are reported to the site manager.

### **7. Snack Time**

At Bearwood Primary and Nursery School we believe that snack time is a great opportunity for children to practice their physical skills, begin learning to take responsibility for their own health and hygiene and to develop social skills as they share time with practitioners and other children.

#### **How we manage our snack time**

1. Ensure children wash their hands before starting their snack
2. During snack time support children to manage spillages and waste.
3. Encourage children to help you clear up after snack time by disposing of their food waste and cleaning and tidying their place at the table.

#### **Focus of Snack Time**

Snack time will be used to enhance our Maths curriculum. The children will have the opportunity to apply basic maths concepts reinforcing skills, such as, one to one counting, composition of number and doubles. The complexity will vary according to the developmental stage of the children across Nursery and Reception.

### **8. Displays**

At Bearwood Primary and Nursery School we believe that our displays should:-

- celebrate children's achievements.
- boost children's self confidence.
- enable the children, staff and visitors to gain an insight into the diversity of the work carried out in our EYFS phase.
- create a bright, rich and stimulating environment for children to be in.
- ask questions to extend learning.
- provide information that children need on a daily basis.

#### **Expectations for Displays**

We believe that a good display must have the following:

- A clear title.
- Children's work or photographs of children's involvement relating to the display.
- Children's voice wherever possible
- Links to the EYFS to support both teaching and the children's learning.
- All pieces of work labelled with the children's names.

#### **Nursery and Reception will have the following displays as a minimum.**

- Wow Wall
- Mathematics Display
- Snack Maths Display
- Calming Zone Display

## **9. Cultural Capital**

The term "cultural capital" was popularised by the French sociologist Pierre Bourdieu, who proposed that it refers to everything from tastes to manners, knowledge of the arts, economy, the world, communication skills and social skills. The more cultural capital a person has, the greater their chance of social mobility.

The catchment area for our school is diverse. Our aim is to address social disadvantage and, as a result, our curriculum reflects the school's local context by addressing typical gaps in our pupils' knowledge and skills. We also actively encourage children to share their culture and heritage with each other so that we can grow and learn from one another.

It is crucial that as well as being taught essential knowledge and skills, our pupils are taught explicit and engaging vocabulary across the curriculum to ensure all children have the language they need to fully access their future learning.