



## Early Years Foundation Stage (EYFS) Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 15.06.23

To be reviewed: Summer 2025

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#)

"Effective teaching and learning builds on all children's current knowledge, experience and skills and is based on objectives to further them"

### Curriculum Guidance for the Early Years:

The Foundation Stage applies to children from three years of age to the end of the foundation year 2. In our school, children can join us when they turn 3 years old or at the beginning of the school year in which they are five. The Early Years is important in its own right, and in preparing children for later schooling. We believe that every child deserves the best possible start to their school life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances.

The settings work in partnership: Children, staff, parents and governors all working together to promote our aims for pupils to:

- Be happy and motivated learners;
- Be excited and enthused by new knowledge;
- Think and work creatively;
- Feel valued and secure, respecting themselves, and others.

These shared beliefs and attitudes will support the achievements of our aims:

- The children are our inspiration;
- We enjoy our work;
- We provide an attractive and stimulating environment in a welcoming and friendly school;
- We make opportunities for families to be involved in school life;
- Everyone is important and valued.

Children joining our school have already learnt a great deal. The early year's education we offer our children is based on the following principles:

- It builds on what children already know and can do;
- It ensures no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

The four guiding principles shape our practice within our foundation stage setting;

- A unique child;
- Positive Relationships;
- Enabling environments;
- Children develop and learn in different ways and rates.



## **A Unique Child**

At our setting we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Pupil's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

## **Inclusion**

We value the diversity of individuals within the school and nursery. All children at settings are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school and nursery.

In our setting we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In Nursery and Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children including, children with special educational needs, pupil premium children, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contributions of all children are valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and providing appropriate intervention where necessary.

## **Welfare and Safeguarding**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children.

At Barleyhurst Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill and the effects of eating too many sweet things;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Promote the importance of brushing teeth;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;



- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements to the highest standards.

## Positive Relationships

At our setting we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our Nursery or school through a telephone call or home visit. An informal meeting at school will also be made available. The meetings will focus on expectations, daily organisation, medical procedures etc;
- Offering both parents and children the opportunity to spend time in the Nursery or Foundation Stage before starting;
- Operating an open-door policy for parents with any queries;
- Updating our secure online assessment platform, *Tapestry* and valuing the on-going contributions to these from parents;
- Offering two Parents' Evenings per year to parents. We discuss how the child has settled and progress and learning that has taken place;
- Sending a report on their child's attainment and progress at the end of each term in the school year to foundation stage parents. Nursery children will receive an end of summer year report. We recognise particular achievements and strengths but also set targets;
- Communicating with parents on a regular basis through a number of methods including *Tapestry* and *ParentPay*.

## Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Barleyhurst Park School and Barleyhurst Park Nursery each child is allocated a key person.

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

The Foundation Stage staff meet with pre-school and nursery providers when possible to discuss each individual child and their transition process into nursery or school.

Staffing arrangements meet the needs of all children and ensure their safety. All Staff: child ratios are strictly followed, both in the Nursery and Foundation Stage.

## Enabling Environments

At Barleyhurst Park Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.



## Observation, Assessment and Planning

Staff plan activities and experiences for children to enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus on the three prime areas. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on our agreed long, medium and weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. The curriculum is organised into half termly topics which are planned across the seven areas of learning.

In the Foundation Stage we carry out on entry assessments and Monster Phonics half termly trackers. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual 'Learning records'. Gaining an understanding of the children's learning and development is also gained by discussion, questioning and sharing in play activities. At the end of the foundation year in school, the child's progress is recorded. Each child's level of development is recorded against the 17 Early Learning Goals. Children are assessed against each area and judge as either meeting expected levels of development or not yet meeting expected level. This is shared with parents and the Local Authority.

Foundation Stage children when they enter reception have to take a short assessment, *The Reception Baseline Assessment (RBA)*. This is taken in the first six weeks in which a child starts reception.

Children's characteristics of effective learning are also promoted throughout the year and are assessed across the curriculum and learning experiences:

- Playing and Exploring - Engagement;
- Active Learning - Motivation;
- Creating and Thinking Critically -Thinking.

## Our Learning Environment

The Nursery and Foundation Stage environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. The room has defined learning areas, where children are able to find and locate equipment and resources independently. The Nursery and Foundation Stage has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

## Learning and Development styles

We recognise children learn and develop in different ways and have their own learning styles. There are seven areas of learning and development that must shape educational provision in Early Years settings. We value all areas of learning and development equally and understand that they are often inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

## Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.



## Specific Areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

## Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of knowledge children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations.

## Play

Through play our children explore and develop learning experiences, which help them make sense of the world. They have opportunities to:

- practise and build up ideas, and learn how to control themselves and understand the need for rules;
- think creatively alongside other children as well as on their own;
- communicate with others as they investigate and solve problems;
- express fears or re-live anxious experiences in controlled and safe situations.

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

## Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

## Creativity and Critical Thinking

Children are given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.



## Monitoring and review

The Headteacher, Early Years Manager and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

## Organisation

The Nursery and Foundation Stage teaching spaces have a large, carpeted area, with a non-slip washable floor and an outside area. Nursery and Foundation stage have constant access to toilets within the classroom.

Nursery and Foundation Stage children have timetabled access to the hall.

All children work in all areas of the teaching space during the week and they work with the whole team of teachers and practitioners.

In Nursery the children will have teacher and practitioner led daily sessions covering different elements of the EYFS curriculum. This will sometimes be followed up by group activities led by teachers or practitioners. When children are not working directly with a teacher or practitioner all children are able to choose from a wide variety of planned activities inside and outside.

In Foundation Stage when the children arrive at school they are registered. During the course of each daily session the children will have an English and maths input. These are followed up by group activities led by practitioners. When children are not working directly with a teacher or practitioner all children are able to choose from a wide variety of planned activities inside and outside.

The children have constant access to the outside area and equipment e.g. climbing frame and bikes. There is always a member of staff outside with the children to help and explore and supervise.

Water is available all day (milk in the mornings). To encourage independence children help themselves to their drink. Additionally, children have free access to a snack of fruit or vegetable in the morning and afternoon. Food that is brought from home for lunch should be healthy, balanced and nutritious.