



## Early Years Foundation Stage Policy

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Implemented on:	April 2019
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Signed by the Head teachers:	R Schofield
Signed by the Chair of Governors:	Dr H. Hodge

## **Bassingbourn Community Primary School Early Years Foundation Stage Policy**

### **Introduction**

This policy outlines the provision that BCPS offers to all its pupils aged four to five years old. Children within this age range are taught within The Early Years Foundation Stage (EYFS). The Foundation stage has its own framework and is therefore treated as a separate key stage. Foundation Stage 1 refers to 3 to 4 year olds and is covered in Nursery/Pre-School. Foundation Stage 2 (FS2) refers to 4 to 5 year olds and is formally known as Reception. Early childhood education is valued in itself and should not be seen merely as preparation for the next stage of learning.

### **Our aims**

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Bassingbourn Primary School we believe in nothing but the best!

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **Effective Early Years Education**

At BCPS we recognise that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Early Years experiences should build on what the children already know and can do. Parents and practitioners should work together in an atmosphere of mutual respect. No child should be disadvantaged and practitioners should ensure that all children feel included, secure and valued.

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. The Early Years' curriculum should be carefully structured (recognising different starting points; relevant to levels of need). Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Above all, effective learning and development for young children requires high quality care and education from practitioners.

### **The Early Years Framework**

The Early Years Framework in its current form became statutory in September 2012. At BCPS we adhere to this framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning and experience, ages and stages, and the Early Learning Goals provide an essential link between the pre statutory framework and the Key Stage 1 programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our planning as they provide a framework which enables us to achieve our early year's targets.

### **Curriculum Rationale**

Our curriculum is planned around half-termly topics which cover the breadth and depth of the seventeen areas. This curriculum is designed to adapt to the needs of the pupils and baseline assessments / ongoing evidence informs daily and weekly decisions about the specific interests which the children have. The classroom and outside area provide opportunities for exploration, independent learning and child lead activities. Continuous provision is added to according to the children's interest at that time whilst focus activities are planned to develop progression having identified the needs of each cohort.

### **The Seven Areas of Learning**

The seven areas of learning covered by the framework are:

#### **Prime Area – Personal, Social and Emotional Development (PSED)**

This area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **Prime Area – Communication and Language (C & L)**

This is broken down into three sub sections. They cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

#### **Prime Area – Physical Development (PD)**

This has sub sections of: Moving and Handling (fine and gross motor development) and Health and Self-care. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. It also includes writing skills. Positive attitudes are encouraged towards a healthy and active way of life including diet, basic hygiene and exercise.

#### **Specific Area – Mathematics (M)**

This is broken down into two sub sections. These are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for mathematics. They focus on achievement through practical activities and of using and understanding language in the development of simple mathematical ideas. To ensure our children have broad knowledge we have included maths mastery techniques. We focus on a number each week (up to 20) to provide concrete, pictorial and abstract experiences. Children are encouraged to subitise and develop fluency through the manipulation of resources, materials so as to develop firm foundations. Problem solving skills are taught right from the beginning as is key mathematical vocabulary.

#### **Specific Area – Literacy (Lit)**

This area of learning has two sub sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to segment and blend for

reading, writing and spelling are skills that are promoted daily in the Foundation Stage at Bassingbourn Primary School.

### **Specific Area – Understanding the World (U the W)**

This covers the sub sections of People and Communities, The World and Technology. This is a major area of learning and enquiry focusing on children’s developing knowledge and understanding of their environment, other people and features of the natural and man made world. It provides a foundation for historical, geographical, scientific and technological learning and is addressed specifically through topic work.

### **Specific Area – Expressive Arts and Design (CD)**

This area of learning includes the sections of Exploring and using media and materials and Being Imaginative. It covers art and design as well as music and drama. This part of the EYFS framework focuses on the development of children’s imagination and their ability to communicate and express ideas and feelings in creative ways.

No one area of learning stands in isolation from the others and they will be given equal weighting, usually interlinking. The curriculum aims to be delivered as much as possible through structured and free play. This occurs under a topic umbrella and where possible extending the children’s own interests and following their lead.

### **Characteristics of effective Learning**

The characteristics of effective learning describe factors which play a central role in a child’s learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child’s characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child’s next stage of development and future learning needs.

#### **1. Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

#### **2. Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### **3. Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

### **Planning**

At Bassingbourn Primary School, planning is divided into long term, medium term and short term. Long term plans state the topics to be covered for each year. Medium term plans illustrate the objectives being taught each term. Short term or weekly plans, show specific activities planned to achieve the objectives. Where it is perceived, by staff, that children show particular interest in a topic then provision will be adjusted / extended and plans adapted accordingly.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day.

Mixtures of directed and free choice activities are planned and children’s choices are carefully monitored to ensure a balanced programme. The children begin by having a whole-class session together (usually on the

carpeted area), this gets longer as the year progresses. They then have free choice of activities for most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework. Foundation Stage children, though not required to be taught the National Curriculum, are introduced to skills and concepts within the National Curriculum as appropriate to the child's needs and development.

### **Admission Arrangements**

Children enter the Foundation Stage 2 classes in September of the school year in which they are five. Places in Foundation Stage 2 classes are offered in accordance with Cambridgeshire Local Authority. Applications for places are made directly from them.

### **Organisation of classes**

Foundation Stage 2 or Reception is divided into 2 classes; each class has a maximum of 30 children as part of an EYFS setting. Both classes have mixed age/abilities/demographics. Children all have access to the outside area and the curriculum planning and activities are parallel in both rooms.

The school day begins at 8.40am and finishes at 3pm. All children must be accompanied to/from school by a known adult unless they are attending breakfast/after school club.

### **Inclusion**

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

In our school 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 the 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, including children with special educational needs, 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 contribution of all children is 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 taking action to provide support as necessary.

### **Special Educational Needs**

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. All children develop differently, however it is recognised that children who fail to achieve expected benchmarks or make expected progress – after the initial settling in period – may be a concern and therefore require more careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENDCO and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences and

abilities when planning for their learning.

### **More-Able**

Children who are identified as more able (due to pre-school assessments / baseline assessments) have higher progress and outcome expectations set for them to reflect this. Throughout their EYFS year, extended opportunities are made available to them (through tailored interventions or carefully planned provision) so as to ensure that children move successfully through the ages and stages towards ELG exceeding. In the summer term, liaison between EYFS and Year 1 practitioners ensures that higher level challenges can be set for more-able pupils.

### **Equality, Diversity and Accessibility**

We aim for all pupils to access the EYFS curriculum, including those who have diverse special educational needs, disabilities, more-able pupils and those who have English as an additional language. Tailored provision ensures the needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress regardless of age, sex, gender, creed, race, ethnicity, religious beliefs or ability.

### **Safeguarding**

The school takes its child protection responsibilities very seriously. Any concerns which the school has will be noted and if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish. One notable aspect of our E-Safety Policy is that mobile phones must be stored in staffroom lockers during class time and are not permissible in teaching spaces.

### **Parents as Partners**

We value the involvement of parents in school. Even before children start at BCPSEYFS staff work with feeder settings to gather information and arrange to meet parents regarding individual needs before the academic year begins. Parents are also offered a home visit, and can meet their child's teacher and visit their classroom. Parents of children in Reception are invited to information workshops held throughout the year, e.g. maths or phonics. In addition, parent consultation meetings are held in the Autumn and Spring terms at which parents are invited to discuss their child's progress. Further informal meetings can be arranged as and when necessary. Pupil input is invited and welcomed to support the creation of their profile.

A report is sent out at the end of the Summer term covering progress in the ELGs and of a child's characteristics of effective learning – this is a statutory requirement. Parents are invited in to school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or EYFS Leader at any time. Parents are kept informed of all happenings in the school by regular newsletters. Parents are informed of day to day happenings or needs via letters or notices. Parents are invited to various assemblies and functions throughout the year. Parents are encouraged to share, with teachers, about achievements at home (writing information on golden stars which are shared with the class). Each child is also, in turn, the focus of an individual observation week, when photos from home etc. can be shared from home.

### **Observation, Assessment and Planning**

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning.

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, including photographs and

contribute to the child's individual 'learning journey' profile folder. We encourage parents to contribute to these learning journeys also. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. This information is reported to parents and data sent to Cambridgeshire County Council.

### **The Learning Environment**

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. The EYFS setting has defined learning areas, where children are able to find and locate equipment and resources independently. There are areas where the children can be active, quiet, creative, etc.

The Foundation Stage has an enclosed outdoor area 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. Where a topic or activity has particularly engaged children; then the provision will remain available for longer – and may be added too or enhanced further.

Our aim is to use The Statutory Framework for Early Years Foundation Stage as a lead to ensure the “child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution, thriving in their school environment and appreciating the world around them”. The 'Every Child Matters' agenda is at the heart of all our provisions in our Foundation Stage teaching.

### **Phonics teaching**

Phonics refers to the process of teaching children how to read through hearing and distinguishing sounds, splitting words orally, teaching phonemes (sounds) and then linking these phonemes to their graphemes (the written letter). Phonics sessions take place daily. We use the Letters and Sounds scheme and Flying with Phonics as an extra tool. We teach the phonics in several phases. Phase one is learning to listen for sounds; phase two is single sounds and phase three is digraphs / trigraphs. Children who arrive in EYFS already knowing their sounds are taught further – so as to ensure they progress.

### **Monitoring and Review**

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy has been informed by DFE documentation and Local Authority information.

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### **Child Protection Statement**

At Bassingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

### **Equalities Impact Statement**

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| 1. Has this policy fully considered the School's Equality objectives and statement?            | <b>Yes</b> |
| 2. Are there any impacts of the School's Equality objectives and statement on this policy?     | <b>Yes</b> |
| 3. If "Yes", are these clearly described and their impact assessed within the policy document? | <b>Yes</b> |