



EYFS Policy

Date	Reviewed by	Agreed by governors	Next due for review
September 2021	Head teacher	October 2021	September 2023
October 2025	Danni Mewis Sally Cross	October 2025	October 2026

BEDS-created
Non-Statutory
2-year review cycle

Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17

Values: Friendship, Respect, Trust, Courage, Perseverance, Compassion

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

EYFS Policy

Our Aim

At Brinkworth Earl Danby's we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling.

Our Principles

At Brinkworth Earl Danby's we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible opportunities in life.

We adhere to the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS) and the four guiding principles that shape practice within Early Years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children can 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 parents and/or carers;
- **children develop and learn in different ways and at different rates.**

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the effective use of the environment support the child to remain an effective motivated learner.

Learning and Development

Learning and development is categorised into three prime areas of learning. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

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

There four specific areas, through which the three prime areas are strengthened and applied:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring;
- active learning;
- creating and thinking critically.

Our EYFS Curriculum

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write long term and medium term plans using the EYFS framework based on a series of question based topics which offer experiences in all of the seven areas. These plans then inform our short-term weekly planning which include suggestions from the children, alongside our observations. This weekly planning is flexible and changes according to the children's ideas or events.

Children have whole group and small group times which increase as they progress through the year in the EYFS with times for a daily phonics session, teaching of Mathematics and Literacy which include shared reading and writing. Guided reading is introduced in the Spring and Summer Terms.

The curriculum is delivered using a play-based approach as outlined by the EYFS curriculum. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

The Enabling Environment

The Reception area is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn and we encourage the children to free-flow between inside and out. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

We use both the indoor and outdoor environment to provide opportunities for child initiated activities and adapt our continuous provision accordingly. We provide stimulating resources which are open-ended so they can be used, moved and combined in a variety of ways.

Planning

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

We use the development statements in Development Matters (DfE 2020), for guidance, to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for the characteristics of effective learning to be demonstrated and embedded.

Planning is based on individual needs, interests and stage of development of each child. Pre-planning sessions with the children are timetabled into the week prior to starting a new theme.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child-initiated learning.

Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Observation and Assessment

On-going formative assessment is at the heart of our effective early years practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and photographic observations which involve the teacher and teacher assistants. Judgements of each child's development and learning is based on the skills, knowledge, understanding and behaviour that they demonstrate consistently and independently. This helps to build up an online learning journey for each child.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction;
- our environment enables the child to flourish to their full capacity;
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults.

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meetings. A formal written report on their child's achievements and assessment against the 17 Early Learning Goals (ELG) is sent home in Term 6. This indicates for each ELG whether they are:

- meeting the expected level of development;
- not yet reaching the expected levels of development (emerging).

At the end of EYFS, staff also complete an EYFS profile/learning journey for each child using Seesaw. The profile/learning journey reflects ongoing observations by staff, parents and/or carers. The profiles are online and can be accessed by parents and/or carers throughout the year.

More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

Please see our separate policies and procedures on Health and Safety, Child Protection and Safeguarding.

Inclusion

We value all our children as individuals at Brinkworth Earl Danby's, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and some even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Transition to Brinkworth Earl Danby

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Brinkworth Earl Danby's we have created good links with our main feeder nurseries/pre-schools and endeavour to build new relationships with nurseries/pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we:

- value the parent as the first educator of their child;
- make contact via phone with every feeder nursery/pre-school within our new intake to discuss essential information on every child;
- make several visits to feeder nurseries/pre-schools throughout the year so we can meet children in a familiar setting;
- share important information about our school during a parent's meeting for our new FS intake (June);
- use written information sent by pre-schools to inform early planning;
- hold a series of 'welcome/taster' sessions for parents and children in June and July;
- hold an information evening for new families in July;
- hold a 'Meet the Teacher' session in September to introduce our routines and our behaviour expectations etc.
- provide each parent and child the opportunity for a home visit in the first few weeks that they start at our school;
- have a phased start to school so the children are not full-time until the third week.

Working with parents

We strive to create and maintain partnership with parents and/or carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents and/or carers to participate confidently in their child's education and care in numerous ways. This can include sharing online Learning Journeys, reading at home, informing us of 'Wow' moments and talking about activities.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.