

# Early Years Foundation Stage (EYFS) policy

Brook Primary School



Approved by:

Date:

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### 3. Structure of the EYFS

Our Governor-led pre-school 'Brook Butterflies' is a 52-place nursery. Children can attend Brook Butterflies from the term after their third birthday subject to funding. We offer 15-hour (part-time) places where we offer morning or afternoon sessions. A 30-hour (full time) place will include a morning session, dinnertime (There is a small charge for this) and afternoon session. Pre-school has four key members of staff, who lead and support the family groups: Rainbows & Raindrops. Our two Reception classes have up to 30 children in each class with a classteacher and teaching assistant to support.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

At Brook, we understand that children develop at different rates and it is important that we adjust our practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

#### 4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. An essential part of the planning process is recognising gaps in the children's learning and then using this to inform planning and future learning.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

". •Vygotsky (1986)

**Communication and Language** "Language is the most powerful tool of any human being. It is undeniably the greatest asset we possess. A good grasp of language is synonymous with a good ability to think. In other words language and thought are inseparable

At Brook, we recognise the importance of communication and language, and this is evident in our language-rich environment with key vocabulary planned for and explored through teaching.

### 5. Assessment

At Brook Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/development-matters)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### 6. Transition

As the children prepare for the first steps of their educational journey, we understand that both parents and pupils may have concerns or anxieties, therefore we strive to alleviate this by a robust transition programme. As children join the pre-school, we invite parents to a 'stay and play' session so that staff can meet parents and child together and get to know the child and their family. Visits to the early years setting are encouraged and a presentation is shared so that parents feel fully prepared for the journey.

As they transition from pre-school to Reception we take every opportunity for the children to experience their new class and teachers through visits to the classroom, story time with the new classteacher, a transition day, parent meetings and liaison with alternative settings (if your child didn't attend Brook Butterflies).

From the summer term in Reception, more formal teaching is practised in order for the children to prepare for year 1. Following the whole-school transition programme, the children have a transition day when they meet their new teacher

and visit their new classroom. Other opportunities explored include staff liaison, story time, and meet the new teacher sessions for parents.

## **7. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

At Brook, we endeavour to provide varied enrichment opportunities and parental workshops so that parents are not only informed but involved in the children's learning experiences.

## **8. Mental Health & Well-Being**

At Brook Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. Children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

During their time in the EYFS, we endeavour to provide the children with a sense of belonging, a warm and safe environment, a trusted adult who they are happy to talk to and a place where they are valued and recognised for their success and achievements. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **9. Safeguarding and welfare procedures**

Safeguarding is a priority for all at Brook Primary School and staff are trained regularly; recognising the importance of understanding policy and procedures outlined in KCSiE and our Child Protection Policy.

Alongside whole school policies, we promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Self-care
- Encouraging independence

The rest of our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

## **10. Monitoring arrangements**

This policy will be reviewed and approved by Mrs S Waterworth (EYFS Lead) biannually.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy