

***BRIGHSTONE C.E.***  
***PRIMARY SCHOOL***



**Early Years Foundation  
Stage Policy**

**Date Agreed:** July 2020

**Review Date:** July 2022

**Signed:** \_\_\_\_\_

**Chair of the Board of Governors**

Revision No.	Date Issued	Prepared By	Approved	Comments
1	24 <sup>th</sup> February, 2015	KH	TGB	New Policy
2	14 <sup>th</sup> June 2016	KC	FGB	Slight amendments
3	3 <sup>rd</sup> July 2018	KC/TF	S&P	Slight amendments
4	24 <sup>th</sup> April 2020	KC		Slight amendments

### **Introduction**

Every child deserves the best possible start in life, and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (Statutory Framework for the Early Years Foundation Stage)

### **Rationale**

At Brighstone Primary School we believe that early years are the essential foundation for all future learning and that every child has the right to equality of opportunity. We recognise the importance of play in children's learning and development and the need to provide structured learning opportunities through a variety of experiences. We undertake careful observations of children's achievements to plan and provide for the next steps in their learning journeys. We believe that a strong partnership between home and school is essential and that children learn and achieve best when this support is shared. We encourage our children to value and respect themselves, others and their environment.

Learning in the EYFS at Brighstone is based upon the four principles:

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

#### A unique child

We celebrate the fact that every child is an individual and has the potential to be resilient, capable, confident and self-assured.

#### Positive Relationships

At Brighstone we value the relationships that we have with the children and their families. We believe it is essential to know the children well, and to foster safe, respectful and friendly relationships with each child. Parents are the children's first and most enduring educators and we aim to develop caring, respectful,

professional relationships with children and their families, leading to strong and independent children. The key persons for all children in Reception are the Class Teacher and Learning Support Assistant.

### Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins with the children's own interests and needs and is carefully planned to provide a wealth of experiences and challenges for children to encounter within their play.

### Learning and Development

We recognise that learning is a continuous process and individuals learn in different ways and at different rates. We follow the EYFS Framework which covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

### **Learning in the EYFS at Brighstone**

At Brighstone we have a strong relationship with our on-site, independent pre-school. We have a very good induction to school procedure, with the pre-school children visiting Reception weekly during the year before they start school and the Early Years staff carrying out home visits during the Summer Term.

### EYFS Curriculum

This is made up of seven areas of learning:

#### Prime Areas:

- |  |   |
|--|---|
| Communication and Language                 | <ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>  |
| Physical Development                       | <ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self Care</li></ul>  |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self Confidence and Self Awareness</li><li>• Managing Feelings and Behaviour</li></ul> |

#### Specific Areas:

- |                            |   |
|----------------------------|---|
| Literacy                   | <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>   |
| Mathematics                | <ul style="list-style-type: none"><li>• Number</li><li>• Shape, Space and Measures</li></ul>                          |
| Understanding the World    | <ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul>     |
| Expressive Arts and Design | <ul style="list-style-type: none"><li>• Exploring and Using Media and Materials</li><li>• Being Imaginative</li></ul> |

### Observation, Planning and Assessment

Planning in the EYFS is based on the children's individual interests and needs within the requirements of the EYFS Framework. Observations of children's learning are made and assessed against the EYFS Profile, which summarises children's attainment at the end of the EYFS. The observations and judgements made at Brighstone are moderated within the Local Authority EYFS moderation process. Observations and assessments are recorded, assessed and shared with parents via the online learning journal, Tapestry. Parents are able to view and comment on their child's progress, and also contribute their own observations by email as they happen.

## The Learning Environment

At Brighstone we have space and good resources that are organised to allow children to explore and learn securely and independently. Our indoor and outdoor spaces provide areas for activity, creativity and role-play, as well as quiet places to think and reflect or look at a book. Our school is in a beautiful location with an additional playground and large playing fields, providing a rich environment in which to learn.

## **The Characteristics of Effective Learning**

### Playing and Exploring

Play is a child's work. Play can be:

- Creative, repetitive or dramatic
- Complex or simple
- A way of developing communication skills
- A way in which social skills can be learnt
- Structured or unstructured
- A way of dealing with emotions
- A means of developing self-awareness or self esteem
- A means of extending a child's concentration levels
- An opportunity to express fears or re-live anxious experiences in controlled and safe environments.

The process of play is more important than the end product.

### Active Learning

Active learning involves other people, objects, ideas and events that engage and involve children. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning and to learn to make decisions. This enables a sense of pride and ownership of their own learning.

### Creativity and Critical Thinking

At Brighstone we encourage our children to be creative in all areas of learning. We provide the resources and the opportunities, and we celebrate the children's ideas, connections and methods. Children are encouraged to access the resources freely and have their own ideas and ways of learning.

## **Inclusion**

We value the diversity of individuals in the school and do not discriminate against children because of "differences". All children and their families are valued within our school. We believe that every child matters and that they should be given every opportunity to achieve their best. The EYFS is also covered by the school's Single Equalities Policy.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We plan to meet the needs of boys and girls, children with Special Educational Needs, children who are more able and those from different social and cultural backgrounds.

## **Monitoring and Review**

The EYFS teacher and staff will follow the principles in the policy.

There are two named governors responsible for the EYFS. Opportunities are planned throughout the year for these governors to discuss EYFS with the practitioners and provide feedback to the Governing Body.

The Headteacher and Senior Leadership Team will monitor the EYFS as part of the whole school monitoring schedule.