



Broomhaugh CoE First School:

Early Years Policy

Early Years Foundation Stage (EYFS)

The EYFS applies to children from birth to the end of the Reception year. At Broomhaugh CoE First School, children join reception in the September following their fourth birthday.

The EYFS is based upon four themes:

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

It is envisaged that if the first 3 are successful, they will all contribute to the last.

A Unique Child

At Broomhaugh CoE First School, 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 and at varying rates. Within our EYFS, we believe children are at the centre of their learning therefore, we uphold a strong child centred philosophy.

Positive Relationships

At Broomhaugh CoE First School we recognise that children learn to be strong and develop independence through forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff develop positive relationships with children, interacting positively and taking time to listen. We assign each child a 'Key worker' by week 3 of the child's starting date. Parents/carers will be informed of their child's keyworker in line with EYFS statutory requirements.

Enabling Environments

At Broomhaugh CoE First School we value the key role that the environment plays in supporting children's development. We recognise that children learn well in environments that cater to their individual needs and fully challenge all levels of development.

Learning and Development

Areas of Learning

The EYFS curriculum is made up of seven areas of learning which are split into two main categories: Prime Areas and Specific Areas. The prime areas underpin all aspects of the EYFS curriculum. The prime areas are: Personal, Social and Emotional development, Physical Development and Communication and Language.

The Prime Areas of Learning

The prime areas of learning are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Communication and language underpins all areas of learning within our EYFS curriculum. Our school offers a language rich environment with provision based on high quality texts to develop children's language and vocabulary. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence. Personal, social and emotional development (PSED) supports children to think about and understand their own feelings, building and forming relationships with others and learning how to develop independence.

The Specific Areas of Learning

The 4 Specific Areas of learning are Literacy, Maths, Understanding the World and Expressive Arts and Design. These specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. To support literacy development we use the 'power of reading' approach to embed a real love of learning through interactions with high quality texts. In maths, we follow the White Rose approach to embedding core skills. Our continuous provision demonstrates a strong emphasis upon supporting the children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

Characteristics of Effective Learning (CoEL)

Recognising the importance of how a child learns is equally vital to their early education. The EYFS Statutory Framework clearly states that these characteristics of effective learning include: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Playing and Exploring (engagement)

At Broomhaugh CofE First School, we ensure that play is at the heart of learning. Through play our children explore, develop and engage in learning experiences which help them make sense of the world. The children communicate with others as they investigate and solve problems. They have the opportunity to practise skills, develop ideas and think creatively as individuals and alongside others.

Active Learning (motivation)

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 satisfaction as they take ownership of their learning.

Creating and thinking critically (thinking)

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given opportunities 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.

Planning and the daily routine

Activities and resources are planned well to promote all 7 areas of learning whilst fully supporting the CoEL. The indoor and outdoor environments are utilised for both adult led and child initiated learning opportunities. The daily routine allows children to engage in adult led activities in both small and large group situations while high priority is given to child initiated learning through a plan, do, review approach. Daily phonics takes place with whole class activities initially before moving on to targeted group work. The RWI program is embedded into the EYFS phonics curriculum. Each day, the children take part in Special Person and engage in a daily act of worship in line with whole school policies for PSHE&C and Collective Worship.

Plan, do, review and the learning environment

High priority is given to child initiated learning in both the indoor and outdoor environments through a daily plan, do, review session. Each day children are given the opportunity to plan their own learning; thinking about where they will work and what resources they might need. During this child initiated session, the adult role is to play alongside children in order to challenge their thinking through the use of high quality, open-ended questioning. During review time, children assess their learning; discussing what they found out and if they would make any changes in future sessions. In reception, the children have their own planning books where they record their plans. The planning book is used to support future learning opportunities in both adult led and child initiated sessions.

A high quality, language rich learning environment is a key feature at Broomhaugh CoE First School. Following the 'Power of Reading' approach to literacy, ensures high quality texts form the basis of our curriculum. Carefully chosen texts; fiction, non-fiction and rhyme, are displayed and available for children to access at all times in the different areas of the classroom. The learning environment is key to successful child initiated learning. It is organised to ensure children are able to find and locate equipment and resources independently while allowing children to explore and learn securely and safely. The use of natural materials is encouraged to support creative thinking and language development. The learning environment is well planned and provides resources and opportunities to meet the child's current interests and offers challenge and differentiation for all. All areas should be easily identified and all resources clearly labelled using a mixture of words, objects, pictures and photos.

In EYFS, the focus of the display should be celebrating children's achievements through the inclusion of their work or photographs and comments of the learning process. Displays should feature a mixture of typed and handwritten text as well as promoting pupil voice.

Outdoor learning

Early Years have their own outdoor area which has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. All areas of learning are catered for in the outdoor environment with a strong emphasis on the PSED, PD, C&L and UW. Children are given the choice to work indoors or outdoors during plan, do, review sessions. The outdoor provision is constantly

being reviewed and updated in line with children's attainment, interests and environmental changes. There are planned, adult led, outdoor learning opportunities throughout the week. This ensures that all children are utilising the outdoor environment at some point during the week. School provides children with waterproof suits to ensure access to the outdoor environment in all weathers. Children are encouraged to change for outdoor learning independently supporting the PD AoL. Staff dress appropriately for the weather conditions.

Assessment (Please refer also to EYFS assessment and marking policy)

Throughout the child's time in EYFS, on-going assessments take place in relation to progress in the 7 areas of learning. This begins with a carefully planned baseline within the first 3 weeks of the child entering the setting. Children complete the RBA within the first 3 weeks alongside planned observations and interactions.

We measure children's progress against their starting points of the baseline with the vast majority of evidence drawn from practitioner's knowledge of the child. The statutory framework 2021 states ***'assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'***

Each child's journey is recorded through a mix of annotated photographs, videos and outcomes of work which are shared with parents via Tapestry. Parents are equally involved in the process through uploading their own observations onto tapestry. Termly meetings with other settings involved with the child take place ensuring a holistic approach to building up a profile of each child.

In EYFS we set realistic but challenging expectations that meet the needs of all children. We meet these needs through planning a wide range of opportunities that build upon and extend children's unique knowledge, experience and interests. We monitor children's progress and take action to provide challenge and support as necessary.

At the end of the reception year, judgements are made as to whether children have 'met' or are 'emerging into' the 17 Early Learning Goals of the EYFSP. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. During the summer term, moderation and professional dialogue takes place between the reception and year 1 staff to ensure smooth transition EYFS to NC for all. Clear and progressive long term overviews for each AoL have been designed to ensure progress while maintaining a child-centred approach to learning. The plans, designed in liaison with subject leads, outline key vocabulary, skills, knowledge and understanding. Carefully planned progress indicators ensure children are ready to engage successfully in the national curriculum. Any children who have been identified as working at an emerging level are supported through targeted interventions in line with school policy.

Parents

We recognise that parents are children's first and most important educators and we value the contributions they make. Parents are actively encouraged to support their children's progress by uploading their own observations onto Tapestry or by providing us with information about their out of school achievements. Each term parents and carers are invited into school to take part in special learning sessions with their children. This is a wonderful opportunity for parents to engage with their child in school. Key workers are available to talk to parents during these sessions. Termly parental consultations are also offered to discuss children's attainment and progress and any

concerns a parent may have. A written report is provided at the end of each school year. The child's CoEL are reported at the end of reception alongside their attainment against the ELGs. Parents receive a download of their learning journal at the end of reception or if they leave the setting mid-year.

EYFS behaviour policy

Positive reinforcement is ongoing and embedded into EYFS practice both as a tool to build positive relationships but equally to support the behaviour policy. At Broomhaugh CoE First School we follow a Calm School Code as set out in the whole school behaviour policy. The four elements of the calm school code are:

Move calmly
Speak nicely
Act kindly
Listen carefully

All adults in the setting promote the code and refer to it often. Adults act as positive role models for behaviour. The school ethos of 'be the best you can be' also supports the behaviour policy within EYFS.

Children displaying positive behaviours are immediately rewarded with verbal feedback and used as positive role models for others. Sometimes children may be rewarded with a sticker or taken to share their achievements with the head teacher or another class in school.

When the calm school code is not followed, a gentle reminder is given. If the negative behaviour continues, choices will be given to support the child. For example, 'can you be a good listener where you are or do you need an adult to help?' If the behaviour still continues then an adult will provide a sanction appropriate to the child and the negative behaviour observed.

Conflict resolution takes place in EYFS to support positive play with others. Where a child is upset by another child, an adult will support to identify the initial problem. A dialogue takes place with the children involved, to come up with a fair solution. All children involved should feel listened to in order for conflict resolution to be effective.

Any child who has intentionally hurt another will be given some 'thinking time.' This should take place in the area where the incident happened and should be overseen calmly by the adult who was approached or witnessed the action. After the thinking time is over apologies should be made. This marks the end of the incident. Parents of both children should be informed of the incident, without revealing names, at the end of the school day or earlier if deemed appropriate. A log of the incident may be kept by the class teacher and the head teacher informed if necessary.

Any children who need continuous support to follow the behaviour policy will be observed over a period of time. Parents will be included in discussions of how best to support the child involved both at school and at home if necessary. Interventions will be put in place and reviewed accordingly.

Welfare

We are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand and endeavour to promote the welfare of children by:

- Promoting good health, including good oral health, preventing the spread of infection and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- Ensuring that every child receives enjoyable and challenging learning experiences tailored to meet their needs.
- Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Monitoring and Review

It is the responsibility of the Early Years Practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher, Early Years Lead and subject co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

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Next review December 2023