Brunswick House
Primary School



Early Years Foundation Stage Policy

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Brunswick House Primary School

Early Years Foundation Stage Policy

Purposes and Aims

This document outlines the philosophy, aims and principles of Early Years teaching and learning in the Foundation Stage at Brunswick House Primary School. The document underpins practice in all areas of provision.

Early Years Foundation Stage

Early childhood is the foundation upon which children build the rest of their lives. At Brunswick House Primary School, we greatly value the important role that Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself, as part of life. We endorse a holistic approach to each child's learning and well-being and therefore feel it is very important to view the EYFS as preparation for life, not simply preparation for the next stage of education.

Aims

We value each child as an individual. Teaching and learning is based on the understanding that children develop at different rates. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. This will set in place firm foundations for future learning and development in Key Stage 1 and beyond.

At Brunswick House we aim to:

Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child, irrespective of their starting point.

Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.

Use and value what each child can do, assessing their individual needs and helping each child to progress.

Enable choice and decision-making, fostering independence, resilience and self-confidence.

Work in partnership with parents/guardians' valuing their contributions and ensuring that all children are given equal opportunities to learn and achieve, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.

Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.

Provide experiences for all children which are inclusive.

Early Years Foundation Stage

The EYFS is based upon four main principles:

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

At Brunswick House Primary School we recognise that children develop in different ways and at

varying rates. Children's attitudes and dispositions to learning are influenced not only by their home experiences, but by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude towards learning.

Positive Relationships

At Brunswick House Primary School, we recognise that children learn to become strong and independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children, their families and carers.

Enabling Environments

We ensure our learning environments, both inside and out, are stimulating, relevant and engaging to all our children. Displays are used to celebrate the children's achievements and showcase their work. Resources are stored in units which children can access throughout the day to facilitate their independence by providing them with the freedom to self-select the tools they need to extend their play and learning.

Learning and Development

The seven areas of learning and development are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding of the World (UW)
- Expressive Art and Design (EAD)

At Brunswick House Primary School, we aim to deliver all areas through planned, purposeful play, with a balance of adult-led and child-initiated activities using both the Early Learning Goals and Development Matters.

Characteristics of Effective Learning

At Brunswick House we also reflect on the different ways that children learn. During their earliest years, children form attitudes about learning that will last a lifetime. As supportive practitioners we nurture these to encourage children to be creative and adventurous learners. The three characteristics of effective teaching and learning identified by the EYFS 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

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Foundation Stage at Brunswick

House Primary School are involved in this effective process.

The planning within the EYFS is based around the children's interests, and next steps in their development and learning. Planning is completed weekly, however it may be altered in response to the needs, achievements and interests of the children.

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. We take time to observe and support children with their learning and we ensure that we share knowledge between all our practitioners through discussion of children's play, their successes and where they need more support. Often our observations are recorded so that we can share these with parents on a regular basis. Parents are also invited to share and contribute to their children's learning journey with their own observations from home.

Staffing and Organisation

At Brunswick House Primary School, we have two Foundation Stage classes which can admit up to 30 children per class. The unit is based in two classrooms which connect by a communal cloakroom and toilet area, with two doors leading onto the Outdoor Area. Each classroom has a door leading directly onto the outdoor area. Our EYFS SEN pathway group is accessed via either classroom. Children identified as needing high levels of support maybe placed within our pathway provision in order to meet complex individual learning needs.

The day is organised into 'carpet sessions,' where all the children join the teacher for a taught input, focusing on either a literacy, topic or maths based task. There is also a daily phonics and handwriting input. The rest of the day is spent in play, with a wide range of topic themed activities the children are encouraged to access, as well as high quality continuous provision.

Each class has a teacher and a teaching assistant who work as a team, preparing resources, reviewing assessments and planning effective provision.

At Brunswick House Primary School we engage in ongoing professional development to improve our teaching skills, knowledge and understanding. All practitioners are encouraged to participate in local authority courses, in-house and local cluster training.

The Learning Environment

At Brunswick House Primary School EYFS, we aim to create an attractive and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We aim to make it a place where children feel secure and confident and are challenged to develop their independence. Children move between the indoor and outdoor areas, role-play, book corner, mark making, creative area, malleable area, construction, sand and water play, small world and puzzles as well as topic and maths areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Our Induction Process

At the beginning of the Summer Term, the EYFS Lead and the school Inclusion Leader will begin Nursery Visits to the children who have been offered a place at Brunswick House Primary School EYFS. This helps us to become familiar with and to the child and gives us the opportunity to observe the children in their various Nursery settings, as well as a chance to talk with the Nursery practitioners who will often be able to advise us about the needs of the children coming to school the following September. We aim to visit all the children who have been offered a place at school.

A parents' meeting is held by the Leadership team and EYFS team in June, to introduce parents/guardians to the school and Reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and EYFS curriculum are also introduced. Parents/guardians have the opportunity to meet the EYFS team and the school's Inclusions Leader. Parents/guardians are given an information pack and will also have the opportunity to order uniform at this meeting.

During the summer term, all prospective children are invited to visit the school to allow them to become familiar with their new setting and environment, as well as with the staff. This also allows further opportunity for all of the EYFS team to make observations of the children and discuss their respective needs.

The process of allocating classes is taken with due regard to the children's respective ages, gender, friendships and any special needs. A letter will be sent to the parents/guardians informing them which class their child will be in. The families will then be offered *Golden Ticket Visits*. This is a wonderful opportunity to meet the children with their most trusted adults on a one to one basis, allowing the child to feel at ease with the staff and share with them their favourite toys and things they like to do at home. It also provides an invaluable opportunity to speak with the parents about their individual child so that we ensure we have all the information we need ready to start school.

Transfer records from pre-school settings also help inform the EYFS team about the new intake and if the children have met developmental milestones for their age.

During the induction period in September, children will attend half day sessions which are then increased to include lunch, and then a full day session. This allows:

- children to adjust and feel secure in their new environment
- the practitioners to get to know the children individually and establish good relationships

Home/School Links

At Brunswick House Primary School we recognise that parents/guardians are the child's first and most important educators. When parents/guardians and practitioners work together in EYFS settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the school's expectations to parents/guardians during the Parents Meeting in June and the Transition Meeting held in the Summer Term.
- Regular EYFS newsletter.
- Regular home learning available through interactive clips, songs and games and paper based activities.
- Encouraging an open-door policy, whereby both parents/guardians and teachers can discuss concerns and developments in an informal manner.
- Regular messages and updates via 'class story' on the 'Classdojo' app
- Discussing children's individual progress with parents/guardians at Parent Consultations. · Inviting parents to share in the children's experiences in school. (Interchangeable each year)

EYFS to Year 1 Transition

During the Summer Term, the Foundation Stage children will begin the transition towards Year. A programme of events to support the transition includes 'Sneaky Peaks' in the classrooms when the Year 1 children are absent in PE sessions, attendance at the weekly whole Key Stage 1 assembly, story sessions with new staff and transition books. We work together to make the transition from EYFS to Year 1 as smooth as possible for the children.

There will be opportunity for the children in EYFS to meet their new teachers and spend some time in their new classrooms in July.

Key points and information regarding each child is discussed at Transition Meetings between EYFS and Year 1 staff.

Equal Opportunities

Children with special educational needs will be given support as appropriate to enable them to access the curriculum fully. This includes children who are more able and those with specific learning difficulties and disabilities. Pupil Passports (provision maps) identify targets in specific areas of learning for those children who require additional support, in line with the school's Inclusion Policy. EYFS teachers discuss these targets with the child and their parents/guardians. Progress is monitored and reviewed formally each term. The school's Inclusion leader is responsible for providing additional information and advice to teachers and parents/guardians and for arranging external intervention and support where necessary.

For further information, see the school's Inclusion Policy.

This policy has been approved by the EYFS governor of Brunswick House Primary School.