



BERSTED GREEN PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy

School Improvement priorities: Achieve; Care; Enrich/Enliven/Enterprise

Aim to:

- **Value and support pupils to, in their day to day lives and learning, demonstrate our core values: Courage - Resilience - Compassion - Responsibility - Respect - Honesty - Perseverance;**
- **enable our pupils to be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution towards achieving economic well-being and being able to make choices about their employment in the future;**
- **Pupils will make progress through appropriate expectations in an interesting, calm and positive learning environment;**
- **Pupils will behave appropriately and be safe in a range of social and educational settings and situations.**

Adopted by the Governing Body on 18th March 2025

Review Date - March 2026

Rationale

"When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow" (Development Matters 2020)

At Bersted Green Primary School, we believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. We provide highly effective teaching and learning within a culture of challenge, nurture and support for all children regardless of social or cultural background, race, gender or ability. Our practice is informed by the EYFS Statutory Framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

We value the contribution made by families as children's first educators and work to ensure that they are active partners in their child's school education.

Our EYFS is fully integrated into the school and there are incredibly strong links with the on-site pre-school.

Principles

Our EYFS policy links directly to our school vision, values and curriculum statement. It documents further, the aims and strategies we employ to address the overarching principles from the EYFS Statutory Framework (2024):

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independently through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- We recognise the importance of all areas of learning and development. Children develop and learn at different rates.

Effective Practice

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice as set out in the Development Matters Document (2023):

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children from experienced and passionate practitioners.
- Planning an ambitious curriculum with a focus on what we want children to learn with a focus on their interested and developing language skills
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn and engage in high quality play.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with families through positive and regular communications.

- All subject/aspect leaders through the school link with YR. Planning for progression through the school begins with Early Years.

The EYFS Statutory Framework Areas of Learning and Development (2024)

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three prime areas are seen as particularly important for learning and forming relationships. These are:

- Communication and Language (Listening, Attention and Understanding, Speaking)
- Physical Development (Gross Motor Skills, Fine Motor Skills)
- Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)

The prime areas are strengthened and applied through 4 specific areas which ignite curiosity and enthusiasm:

- Literacy (Comprehension, Word Reading, Writing)
- Mathematics (Numbers, Numerical Patterns)
- Understanding the world (Past and Present, People, Culture and Communities, The Natural World)
- Expressive Arts and Design - (Creating with Materials, Being imaginative and Expressive)

We recognise that teaching can take place at all times of the day through directed teaching sessions and during high quality play both inside and outside the classroom. Long term, weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning that is adaptive and reflects the needs of the children.

Staff use questions and interventions to optimise this. Learning is personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills to motivate them at the start of their journey to be life-long learners.

Adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children
- Help children to see links in their learning
- Encourage children to be problem solvers, problem setters and investigators
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being in a safe and supportive environment
- Observe and assess learning using this to plan for next steps in learning

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning and this is reflected in our classroom environments. The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience new things.
- active learning - children concentrate, correct mistakes and keep on trying if they encounter difficulties.
- creating and thinking critically - children have and develop their own ideas, make links, and developing strategies.

It is our aim that children leave the EYFS with a positive 'can do' attitude to learning with a willingness to take risks and make mistakes. Through our curriculum they will be able to engage in tasks where they can practise and build up concepts, ideas and skills whilst developing perseverance and resilience. Passionate staff promote curiosity, exploration and a love of learning.

Reading, Writing and Mathematics in the Early Years

At Bersted Green Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other.

For early phonics teaching, the school follows the Read Write Inc. (RWI) phonics scheme to ensure that we are effective in teaching children to be successful early readers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The school also places an importance on the development of early comprehension skills in line with the Revised Framework to ensure that children are able to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment. Adults also strive to promote a love of reading through daily story time and carefully chosen books within the curriculum provision that link to learning.

Teachers closely monitor children's progress in reading through guided reading and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly.

Maths is taught through a range of experiences including counting as part of the daily routine, discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that maths can take place at various times throughout the day and we promote the use of learning maths skills through play-based opportunities. We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.

English as an additional language (EAL)

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning. Through adult led interventions we ensure that children have opportunities to learn and reach a good standard in English language during the EYFS, so that they are ready to benefit from the opportunities available to them when they begin Year 1. All children with English as an additional language are overseen by a designated teacher who monitors progress and support.

Assessment

At Bersted Green Primary School, 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 families as well as other members of the school community.

The Reception Baseline Assessment is carried out within the first six weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics assessments, language link and NELI (Nuffield Education Language Intervention).

At the end of Reception, teachers 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 among teachers working with the children. The results of the profile are shared with families in our end of year report.

We formally report to parents three times a year, in October, February and July. October and February are parents' evenings where progress and next steps are discussed as well as any interventions. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Work scrutiny and scrutiny of planning is carried out by teachers and leaders in the same way and with the rest of the school.

Safety

At Bersted Green Primary School, we believe children learn best when they are healthy, safe and secure. Children's safety and welfare are paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to keep them safe. We promote the good health of the children in our care in numerous ways, including the provision of morning snacks, following set procedures when children become ill or have an accident.

Inclusion

We value all of our children as unique individuals and plan a curriculum that meet the needs of the individual child and supports them at their own pace to reach 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 families and outside agencies

Relationships with Families and the Wider Community

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Introductory stay and play sessions in June and July

- Transition morning session in July (linked to WSCC transition day)
- Reading books and records between home and school
- Class library books to take home and share
- Regular newsletters
- Parent workshops in Autumn Term
- Parent consultations in October and February
- Parents' events at the end of each Term
- Staff are available to talk to on the door daily
- Families are informed of the curriculum, routines and other information which is sent home half termly

Working with other services and organisations is integral to our practice in order to meet the needs of our families. At times we may need to share information with other professionals to provide the best support possible. We work closely with the School Nurse, Early Years Support Team and the Speech and Language Team and are able to access other services or signpost you through the Local Authority Local Offer.

Transition

We work closely with the local pre-schools, including Little Acorns on site, to ensure that we have detailed information about the children prior to them starting school and meet with the pre-schools in the summer term prior to the children starting school. We invite the children to join us for two sessions in the summer term. The first is a small group stay and play session with parents to give families the chance to ask questions and explore the setting.

As the children prepare to enter KS1, the Year 1 teachers observe the children in the Early Years setting during the summer term and invite them to spend the morning in their new classroom. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.