



We take pride in everything we do.

BORINGDON PRIMARY SCHOOL

EARLY YEARS POLICY

Reviewed February 2022

Intent

We aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have. We recognise that all children are unique, celebrating and welcoming differences within our school community. Our vision is that children will leave Boringdon as confident, independent and reflective learners. The Early Years begins this process by laying strong foundations for their learning to meet the individual needs of each child as they prepare for the move to Year 1.

We provide the children with a broad and balanced curriculum of play-based and engaging learning activities through a mixture of child-initiated play and focused guided learning. The children are provided with opportunities to explore, develop and represent learning experiences that help them to make sense of the world. They can practise and build up ideas, concepts and skills, alongside being able to imagine and recreate roles and experiences. We have high expectations and teaching is creative, engaging, motivating and stimulating. We aim to develop close partnerships with parents/carers, valuing their contributions.

At Boringdon Primary School we intend that our curriculum educates all the children in knowledge, skills and understanding to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. Effective practice in the EYFS is based on four overarching principles:

- **A Unique Child** recognises that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships** ensure children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. In the school setting this is the class teacher and Teaching Assistant who work together for the benefit of every child. The commitments are focused around respect; partnership with parents; supporting learning and the role of the key person.
- **Enabling Environments** uphold that the environment plays a key role in supporting children's development and learning. The commitments are focused around observations, assessment and planning; support for every child; the learning environment and the wider context- transitions, continuity and multi- agency working.
- **Learning and Development** recognises that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

Implementation

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments we plan exciting and engaging activities that will move the children's learning forward across the seven areas of learning to enable the children to achieve the early learning goals. All seven areas of learning and development are important and interconnected.

The EYFS is made up of three prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The four specific areas of learning are:

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

The environment plays a key role in supporting and extending the children's development. The environment in our EYFS classrooms regularly changes to match the needs and interests of our cohorts. These changes happen in response to information gathered from observing the children and assessing their ongoing needs and development. Children are provided with a range of rich, meaningful first hand experiences in which children explore and think creatively. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

We aim to develop caring, respectful, professional relationships with the children and their families. We value the role that parents play in educating their children and strive to develop strong partnerships with them. The EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos and videos which are shared with parents using the Tapestry online system. This means that parents can engage with their child's learning to celebrate their achievements and help to build a shared record of their child's journey.

IMPACT

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

BASELINE ASSESSMENT

Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception. The Baseline assessment provides a snapshot of where children are when they enter the Foundation stage. The RBA is an activity-based assessment which focuses on the pupils' starting points in language, communication and literacy and mathematics. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

During the first few weeks, the teacher assesses the ability of each child based on observations of individuals and completing short activities to record the starting points for the children's level of development. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching for individual children and groups of children.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

EARLY YEARS FOUNDATION STAGE PROFILE

The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The Foundation Stage Profile is currently a statutory assessment for children in the Reception Year. It is a record of what a child has achieved, knows and can do. The profile is built up over the year and completed in the summer term.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting 'Expected levels' of development, or if they are not yet reaching expected levels (Emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

The Foundation Stage Profile forms the basis for reporting a child's progress to parents and for information to be passed on to the child's next teacher. The Local Authority is informed of the EYFS results for data to be returned to the Government.

SAFEGUARDING AND WELFARE REQUIREMENTS

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We provide children with a high quality setting which meets these requirements so that children will feel welcome, safe, stimulated and where they will enjoy learning and grow in confidence.

We understand that we are legally required to comply with welfare requirements as stated in the Early Years Foundation Stage (EYFS) statutory framework September 2021:

- All EYFS staff have had Child Protection, First Aid and Health, Safety and Fire training
- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs in accordance with the school's Behaviour and Relationships Policy.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Reception classes are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulation 2012 limit the size of infant classes to 30 pupils per school teacher.
- At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.
- Medicines are administered in accordance with the school Medicine Policy.
- The premises, environment and equipment are all secure, clean, risk assessed and well maintained.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

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