

Beech Hill Primary School



Early Years Foundation Stage Policy

2023-2024

To be reviewed September 2025

Early Years Foundation Stage (EYFS) Policy

Aims- Intent

- At Beech Hill Primary School we aim to give all children in our care the best possible start to their future. We strive to create a broad and balanced curriculum that encourages children to explore new experiences, follow their own interests and allow their natural creativity and curiosity to flourish. Children will be able to express their individuality, feel valued and become great independent learners. We aim to create a positive, warm, inclusive environment to ensure the children feel happy, safe, and loved and all aspects of their wellbeing are taken care of.
- In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.

(Statutory Framework for the EYFS 2024)

- We aim to provide high quality and consistency in teaching and learning so that every child makes good progress.

What is EYFS?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Beech Hill we have a Nursery where children can join the term after their 3rd birthday, if spaces allow. We have two main intakes throughout the year - September and January. Children who start Nursery in January will spend 5 terms in Nursery. All children receive 15 hrs in Nursery, and if spaces are available we will provide an additional 15hrs for those that are entitled.

Children can join our Reception class the September following their 4th birthday.

The EYFS is based upon four principles:

- **A Unique Child** - developing resilient, capable, confident and self-assured individuals.

- **Positive Relationships** - supporting the children in becoming strong and independent.
- **Enabling Environments with teaching and support from adults** - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Developing** - An acknowledgement that children learn in different ways and at different rates.

Implementation

A Unique Child

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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Beech Hill. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. Children may then be referred to specialist support, such as the speech and language team.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in our school 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

"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."

At Beech Hill we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote the good health, including the oral health, of children attending the setting.
- Ensure that the procedures are discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

All EYFS staff members follow Beech Hill safeguarding policies (see Safeguarding policies)

Positive Relationships

At Beech Hill we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- An information morning/afternoon/evening (parents can choose a most suitable time) for parents/carers. They will receive the Nursery/ Reception Information booklet and access to online tours and staff introductions. They will receive all of the information they will need prior to their child starting at Beech Hill.
- Asking parents to complete an admissions form and a medical form
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes.
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
- Talking to parents about their child before their child starts in our school, usually through Home Visits.
- Ensuring children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers: Open afternoons, Class assemblies, Sports Day etc;
- Inviting parents / carers to make comments through Tapestry relating to the children's achievements.
- Written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff or the Foundation Leader.
- The children have the opportunity to spend time in their new setting before starting school during 'preschool visit sessions' held throughout the year and transfer morning/afternoon;
- Offering parents / carers regular opportunities to talk about their child's progress in our reception class and allowing private access to their children's 'Learning Journey' through Tapestry - See separate Tapestry Policy.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teachers act as 'Key Person' to all children in their class, supported by the other practitioners.

Enabling Environments

- We provide a stimulating and language rich 'enabling environment' both indoors and out.
- We provide a rich multi-sensory learning environment where children can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems.
- Children have daily access to continuous provision and engaging enhancements that support their learning in the 7 areas of learning.
- Children's current learning and new vocabulary is evident in environment, allowing the children to reflect on prior learning.
- We provide a safe, welcoming, emotional environment where children may be helped to exceed their potential.
- We develop children's independence, self-belief, confidence and a positive growth mind set

The Outdoor Learning Environment

This outdoor environment allows children to develop their learning with a focus on Characteristics of Effective Learning. The environment is language rich and offers children a different experience from that of the indoor environment. There is a focus on using more gross motor movements as well as developing investigation skills.

The Nursery children access the small yard on Monday, Wednesday, Thursday and Friday. The children access the large yard to focus on gross movement activities on a Tuesday and take part in physical development activities on a Friday. Children that attend nursery for full days have daily access to the large yard.

In Reception, the children have daily access to both the small yard outdoor environment and the large yard.

In rain or snow waterproof suits will be provided and the number of children from each class will be limited to 6.

Each Reception classroom has an enclosed outdoor space which is an extension to the classroom, this is available to 10 children at a time using the photograph system, these areas will be open throughout child initiated time.

Beech Hill EYFS Curriculum

Curriculum Goals

Our long term 'learning journey' ensures that the children's key skills progress throughout the year and they are given a wide range of experiences to develop their knowledge. We use topics, themes and key texts that follow children's interests, narrow gaps in life experiences and expand vocabulary. Our curriculum ensures the vital activities and experiences within the educational programmes stated in the Statutory Framework for EYFS 2024 are delivered. Our curriculum goals are set out to match the needs of our children and the curriculum is personalised to their needs and interests.

At Beech Hill Primary School each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1" (Statutory Framework for EYFS 2024)

The Areas of Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." All areas are important and inter-connected, the prime areas are particularly important for laying the foundations for learning. In Nursery the main focus is strongly upon these Prime Areas, which are the basis for successful learning in the other four specific areas.

The Prime Areas are;

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

The Specific Areas are;

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

When planning and guiding children's activities we reflect on the different ways that children learn using the following Characteristics of Effective Teaching and Learning;

- ❖ **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.

(Taken from statutory framework for the EYFS 2024)

These characteristics of learning are identified and shared with parent/carers and the class teacher in Year 1.

Assessment

All children are assessed on entry against the Development Matter's checkpoints in the prime areas to ensure any additional needs are identified quickly.

Through careful assessments and observations, including information provided by parents and other settings, children's development is assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

Children are monitored and assessed through regular observations to ensure they are meeting an expected level of development. Assessments are made with the use of our school's set 'milestones' and guidance from 'Development Matters in the Early Years Foundation Stage' 2021. All assessments will ensure all children's learning needs are met, and worked on in partnership with parents.

RBA is completed in within the first 6 weeks of Reception.

All children in Reception are assessed against the 17 ELG in summer term.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the

curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Beech Hill Primary School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2024, at Beech Hill we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge.

"Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. *At Beech Hill* a written record is kept each time a medicine is administered to a child, and the child's parents and/or carers are informed on the same day."

(Statutory framework for EYFS 2024)

- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available throughout the day.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. Please see Tapestry Policy.

Transition from Pre-school /Feeder settings

During the term prior to a child's entry into Foundation Stage, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may wish to express.
- In the term before the children are due to start Reception they visit at least once without the support of the pre-school practitioners or parents.

- In the term before the children are due to start Nursery, they can attend a stay and play day with their parent/carer.
- Members of staff from Beech Hill make links to pre-school/feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- During the first week of term Home Visits are carried out for all Nursery children where parents and children can feel at ease in their own home and are able chat to practitioners in a less formal way.
- Reception home visits will take place in the summer term. Mrs Macdonald is available over the summer holidays to carry out additional home visits if necessary, or to answer any questions for children starting Reception.
- Nursery children attend several settling in sessions before starting their 3 hour sessions. We will make special provisions for those who need additional time to settle in.
- In Reception the children attend for 3 hours each day for the first week to help them settle into their classroom and get used to the lunch time routine. By week two the children attend full time.

Transition from Reception Class to Key Stage 1
See transition policy

Miss Kayleigh Farnham
 Early Years Leader