



Early Years Foundation Stage (EYFS) Policy

Person(s) Responsible:	Headteacher Early Years Foundation Stage (EYFS) Lead
Formally adopted by the Governing Body:	January 2024
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Early Years Foundation Stage - BHPS

At Biggin Hill Primary School we aim to provide an excellent standard of education for all of our pupils and this begins in the Early Years Foundation Stage. Our EYFS policy is designed to support our children to become independent learners through the use of continuous provision. We aim to provide an environment that is safe, fun, happy and inspiring for our pupils and help them to achieve their full potential as individuals. We encourage exploration, resilience and questioning to help build a strong foundation for their future learning.

Teaching and learning is inspired by our Biggin Hill Values. These were developed by both the staff and children at the school and it reflects the school's desire to take PRIDE in everything we do.



PC Positivity

They always have a smile on their face even when things are difficult & they are always positive about their work!

Robo Respect-alot

He treats everybody the same no matter their gender, religion, size or colour & he doesn't criticise anyone!

Inclusive Ellie

She is sensitive & very kind and nurturing of others!

Dr Delila Discovery

She always asks questions to find out more & she explores new hobbies!

Major Anthony Endeavour

He is very confident & has trust in himself and others!

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 EYFS Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Pre-school: 37-40 full time places available depending on ratio. We have a full time Pre-school Manager, 2 full time practitioners and 4 early years practitioners who work on a part time basis and one Early years apprentice practitioner.

Pre-school hours are billed in advance for the ½ term ahead and all invoices are payable within two weeks of receipt (please note that failure to pay may result in the place being withdrawn). Please refer to our separate set of Pre-school policies for more information.

Reception: 60 full time places.

Both Pre-school and Reception are led by a fulltime EYFS lead.

EYFS Lead: Charlotte Powell

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We offer a continuous provision approach to learning. We offer this from Preschool up to Year 1. The children have continuous access to high quality resources which will allow them to flourish as both independent and collaborative learners. We enhance what is on offer on a regular basis linked to the children's learning and interests. This is done to extend and support the learning of the children. The day is weighted towards child initiated learning activities, promoting ownership of independent learning.

3.1 Environment

Pre-school has a purpose built classroom with access to a separate hygiene room, toilets and a dedicated outdoor learning area.

Each EY class has their own classroom, in which they have a designated carpet space used at key times throughout the day e.g. register, learning input, story time. It is all open plan and has easy access to the outdoor learning environments. YR also has a shared space between the classes. The children in reception are encouraged to move between the three rooms freely. The 'shared space' is where the home corner, role play, construction and art spaces are provided.

Areas are clearly set up in each classroom. Each class has their own maths, writing and reading areas. Children have access to many high quality resources that are clearly labelled with both words and pictures to allow the children to tidy up after themselves - encouraging independence.

Access between the classroom and the outdoor area is always on offer. Children are given access to the outdoor learning environment throughout the seasons, whatever the weather. Suitable outdoor clothing is required - waterproof coat/all-in-one, wellies etc. Children are given the opportunities to engage with each other and problem solve. Allowing them to build on these skills now gives them the tools they will need to become independent, successful learners as they progress through the school.

3.2 Role of the Adults

The role of the adult is crucial in the running of continuous provision. Throughout the day they are on hand to model language, the correct use of resources and to provide support and extension for learners. Focus activities are delivered by all members of the EYFS team and are assessed using either Tapestry or verbal feedback. Adults have access to Tapestry throughout the day with the use of tablets and are expected to upload their observations along with a photograph.

During child initiated learning activities the role of the teacher/LSA is to observe, extend and interact with the children through questioning and through engaging children in sustained conversations about their learning. Teacher focus groups are also completed each day, these are planned to support the learning and further develop the children's knowledge and skills as well as further challenge.

In Pre-school every child is assigned a key worker who is responsible for overseeing the individual child's learning profile.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

<i>Prime Areas</i>	<ul style="list-style-type: none">• Communication and language• Physical development• Personal, social and emotional development
<i>Specific Areas</i>	<ul style="list-style-type: none">• Literacy• Mathematics• Understanding the world• Expressive arts and design

We also use **The Characteristics of Effective Teaching & Learning** to help our children become effective and independent learners. We use these in focussed, independent and guided tasks. They are:

Playing and Exploring – Engagement
Active Learning – Motivation
Creating and Thinking Critically – Thinking

4.1 Planning

The school year is split into half-termly topics. The staff plan activities and experiences for children that enable children to develop and learn effectively.

We provide activities for the children to complete independently or collaboratively. We also provide guided activities for the children to inspire their independent learning. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff also take into account the individual needs and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

Throughout the EYFS we plan activities to give children rich and exciting learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. At the start of the year it is heavily adult-led and as the year goes on there are more opportunities for child-initiated learning. We aim to progress this by creating young inquisitive learners. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor learning area provides an extension of that inside. All the learning areas that are set up are done so to ensure the children are given as many learning opportunities as possible.

5. Assessment

At Biggin Hill Primary School ongoing assessment is an integral part of the learning and development processes.

In Preschool, any rising three admissions (that is children who are two years old but who will turn three within their first term) will have a statutory two year assessment completed within the first term. All other admissions will have settling in report completed within the same time frame. Written reviews are produced on all Pre-school children every term and these are shared with parents/carers. Parents and carers are invited to discuss the progress of their child every term.

During the first 6 weeks of the child's entry into reception practitioners observe and work closely with the children in order to form a baseline assessment of the children's starting points. A baseline judgement is given for each of the 17 Early Goals. These judgments are made using observations from school, alongside discussions with the parents/carers and any information gathered from previous settings.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff input observations on to Tapestry which is then shared with the parents/carers. Tapestry is an easy and accessible tool that enables the user to upload a photo and a comment of the learning they have observed. These can then be linked to the CoETL & The Early Years Foundation Stage Profile. Practitioners also take into account observations shared by parents and/or carers which can be uploaded to Tapestry and can be commented on by the relevant members of staff.

Tapestry is also used to record progress and achievement of children in Preschool.

In reception paper based work is marked to the Learning Objective (LO) and if a child has achieved the LO it is marked with a tick. Each term progress is then tracked using Tapestry and teacher knowledge of the child. Interventions are put into place if needed and parents/carers are informed.

At the end of the EYFS, staff 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 with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as Year 1.

6. Positive relationships

6.1 Parents/Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development, through the use of Tapestry, learning walks and parent/carer consultations. Parents and/or carers are offered support in developing their own subject knowledge by the staff and are also given home learning packs which are tailored to their child's needs.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

6.2 Transitions

We know that starting school and moving up into a new class can be a difficult and daunting task for both children and parents/carers. The importance of making these transitions as smooth as possible is of the utmost importance to staff at BHPS. The main transitions covered in EYFS are; home to Preschool, Preschool to reception and reception to KS1.

In Pre-school each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. From the Summer term the Pre-school children have lunch in the KS2 hall with the reception/year one children.

Opportunities are given to the children and parents/carers to visit the school before they apply with us at open mornings/afternoons.

A meeting is offered to the child and the parents/carers. The EYFS teachers & other members of staff (Headteacher, Assistant head, SENCO, etc) will undertake these in school. This is seen as an opportunity to meet the child in a setting that they feel most comfortable in. Questionnaires are also filled out by the child's parents/carers and Pre-school prior to starting school.

We also offer 3 'settling in' sessions, these usually take place in May/June and have been very successful. This allows the children to become familiar with the setting and staff. Parents/Carers can stay for an informal coffee and chat to get to know the other parents/carers of the children in the year group. Parents/Carers are invited into school to meet the Headteacher, Deputy Head, Head of Early Years and EYFS Staff, upon this visit they are also given an information pack to prepare them for the start of their school learning journey. Once the settling in sessions have taken place, the classes are then decided upon.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the head teacher and governing body every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy