

Early Years Foundation Stage Policy

Policy Approved: 13th October 2022

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'Learning Together with Kind Hearts and Determined Minds'

1. What is the Foundation Stage?

- 1.1 The Foundation Stage is a unique and important stage in children's learning, from birth through to the end of the reception year. It may however extend beyond this point for some children. As practitioners, we follow the early years foundation stage (EYFS) framework which sets the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe.
- 1.2 This policy is based on the statutory requirements set out in the 2021 early years foundation stage (EYFS) framework.

2. Why is the Foundation Stage so different and important?

- 2.1 The foundation stage is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation.
- 2.2 Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge. Structured play, where the learning outcome has been clearly identified through careful planning and support, is very important in the Foundation Stage classroom.
- 2.3 At Borough Green Primary School we believe it is important to provide an Early Years education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered, as are positive attitudes to learning. Each child is encouraged to reach their full potential, regardless of their ethnic and socio-economic background, race, gender, creed or ability.

3. The Foundation Stage Curriculum

- 3.1 The Foundation Stage curriculum at Borough Green Primary School provides a high-quality teaching programme that promotes children's learning through well-planned, challenging play that develops their interests, curiosity and creativity.

3.2 The four overarching principles in the EYFS:

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

4. A Unique Child

4.1 At Borough Green Primary School 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 and at different rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

4.2 Inclusion

We value the diversity of individuals within the school. At Borough Green Primary School, all children and their families are valued and treated fairly regardless of race, gender, creed or ability. We give our children every opportunity to achieve their best by taking account of their range of life experiences when planning for their learning.

The school's Inclusion Manager and Early Years Leader liaise closely with feeder nurseries and pre-schools, and the Foundation Stage staff. Children with specific educational needs are identified, and individual education plans are created and monitored.

4.3 Safeguarding and Welfare

It is important to us that all children in the 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.

At Borough Green Primary School we understand that we are legally required to comply with safeguarding and welfare requirements as stated in the 2021 early years foundation stage (EYFS) statutory framework.

At Borough Green Primary School we:

- Promote the welfare of the children.
- Promote good health, preventing the spread of infection and taking appropriate action when 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 children, or have potential unsupervised access, undergo the appropriate safeguarding checks such as a DBS and reference.
- Ensure that the premises, furniture and equipment are 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.

5. Positive Relationships

5.1 At Borough Green Primary School we recognise that children learn to be strong, confident and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

5.2 Parents as Partners

At Borough Green Primary School we recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts at our school, in order to get to know each child as an individual.
- Offering an open door policy for parents with any queries.
- Offering drop in sessions for parents to join their children in the classroom for Child Initiated Play.
- Sharing regularly the children's Online Learning Journey with parents via Tapestry, encouraging and valuing the ongoing contributions from parents.
- Offering two parent consultation opportunities per year.
- Sending a report on their child's attainment and progress three times during their Foundation Stage year.
- Open Classroom sessions are arranged for parents to look at books and displays.
- Our website is regularly updated with information about our learning and experiences.

5.3 Links with Pre-School Providers

We have very strong links with various feeder pre-schools and nurseries. The EYFS Leader meets with providers to discuss each individual child and their transition process into school.

5.4 Induction

Once children have been allocated a place, they are given the opportunity to attend two afternoons during June and July. Our website is updated regularly with information for new parents.

5.5 Key Person

The Key Persons for each Early Years class are the class teacher and teaching assistant.

6. Enabling Environments

At Borough Green Primary School, we recognise that the environment plays a key role in supporting and extending the children's development.

6.1 The Learning Environment

The Foundation Stage classrooms are positioned in the infant block on the ground floor to make full use of our extensive Early Years outside area. We consider outside learning to be as important as inside learning and encourage children to use the outside area on a daily basis, to access both the formal and informal curriculum. The outside classroom has been designed to provide an adaptable, multi-sensory and multi-layered learning environment. All children are provided with waterproof clothing to ensure use of the outdoor area in wet weather. The classrooms are next to one another and are opened into 'one', during child-initiated learning. They are large and bright with direct access to cloakroom and toilet facilities. Each room has the appropriate size furniture, which is adaptable and mobile. Children are encouraged to move freely between the two classrooms and the outdoor area.

6.2 Resources

Resources within the classrooms are well ordered, clearly visible and accessible to all children, leading them towards independence and taking responsibility for their own learning.

6.3 Observation, Assessment and Planning

In the Foundation Stage at Borough Green Primary School we assess the children on entry using the statutory reception baseline assessment (RBA). From these initial assessments, Foundation Stage staff are able to plan the children's next steps. Staff are skilled at observing children to identify their achievements, interests and these observations continue daily to identify next steps for learning. These observations then lead the direction of the planning. Children are involved in the planning of their own activities through the child-initiated 'Plan, Do, Review' sessions, in which children choose the direction of their learning.

The planning objectives within the Foundation Stage are based on the Early Learning Outcomes. We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of the foundation year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

All attainment data is passed to the Year 1 teachers for continuity at the time of transition.

7. Learning and Development

There are seven areas of Learning and Development that must shape the educational provision in Early Years settings.

7.1 Prime Areas

All areas of Learning and Development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

7.2 **Specific Areas**

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

We deliver learning through purposeful play and learning experiences.

8. **Admissions**

We have a staggered entry system, organised by the four Borough Green Primary Houses. The children who are in Malyon start on the first day and are joined by the children in Semark on the second day, Ashdown children on the third day and Morris children on the fourth day. All children will start full days, but this is flexible, if either the parent or class teacher feels that a child is not coping well or would benefit from a slower transition.