

Brabyns Preparatory School

Early Years Foundation Stage Policy including Key Persons

BELLEVUE | EDUCATION

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## 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
- A close working partnership between staff and 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

## 3. Structure of the EYFS

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

At Brabyns Preparatory School children can join the Nursery;

- Little Gems class - once they have turned the age of two
- Big Gems class - in September after the child has turned two
- Preschool; Kindergarten - in September after the child has turned three

Subsequently, they join Reception in the academic year in which they turn five.

Our website provides further details about the fee structure and attendance.

## 4. Curriculum

Our early years setting follows the curriculum guidance as outlined in the latest version of the EYFS statutory framework that applies from September 2021 and Development Matters 2021

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.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Within these, the EYFS setting works to ensure that:

- Children develop the Characteristics of Effective Learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically. These are promoted through the use of our 'Achievosaurus' learning value posters and certificates
- The curriculum also includes specialist Music, Spanish, and Physical Education adult-focused sessions

## 4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff also take into account the individual needs, interests, 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 special educational needs or disabilities, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

We create rich experiences for the children in our setting through high-quality learning provision and an aspirational curriculum that meets the children's developing needs and follows their interests. We offer focussed teaching that is engaging, fun and 'wordly,' as well as outside school experiences that add to children's lives.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, taking place both indoors and outdoors. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Through the teaching and learning in the Early Years Foundation Stage, we aim to:

- Provide children with opportunities to initiate their own learning and to learn from each other
- Encourage children to develop positive dispositions towards their learning
- Allow children time to consolidate their learning
- Provide a safe, stimulating and comfortable learning environment
- Develop children's positive self-image
- Develop their learning through movements and use of all of their senses
- Support them in making links in their learning
- Ensure that play is progressive and matches children's level of development and interest
- Use our expertise to gauge when it is appropriate to teach skills and knowledge directly
- Model a range of positive behaviour and promote rich language experience
- Plan indoor and outdoor learning environment in a manner appropriate to their level and which encourages purposeful play
- Work with parents in partnership and recognise their continued role in their child's development
- Undertake skillful, **significant** observations to assess children's development and progress.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## 5. Assessment

We will conduct an entry assessment with all pupils into our nursery and our own Bellevue Reception Baseline Assessment (RBA), which enables us to gain deep insight into our children's starting points early on when they join the setting or Reception. This helps us to track progress and plan meaningful learning and development that reflects their individual needs.

Within the Reception class, the RBA also provides us with an early indication of pupils being 'on track' to meet the Early Learning Goals (ELGs) and the required Good Level of Development (GLD) in the Prime areas and the areas of Maths and Literacy and can be a useful flag for any concerns.

The process of assessing pupils in the Early Years has been revised significantly and is effective from September 2021. It places emphasis on the importance of staff in the EYFS knowing each of their individual children in depth to provide the correct learning opportunities to enable their individual progress, rather than tracking each statement in the Development Matters guidance.

When a child is aged **between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Practitioners also liaise with the parents and/or carers and health visitors regarding the child's 2 year review and findings from the ASQ3 assessments.

At the **end of the EYFS**, staff complete the EYFS profile (EYFSP) 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 shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

**Summative Assessment** - On entry and at the end of each term, progress towards the Early Learning Goals (ELG) and Good Level of Development (GLD) is mapped onto our electronic system, Pupil Asset. Here the EYFS Profile (EYFSP) is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

## 6. Key Person

Each child is a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents

## 7. Working with parents

The school works to provide the best partnership with parents and to keep them informed of their child's attainment and progress. We do this by:

- Inviting parents to register with 'Tapestry Online Learning Journal for Early Years Education' when their child starts school. This allows them to access all observations of their child online and updates them when regular new **significant** observations are added. Information on the learning journeys can be supplemented by feedback from parents/carers. We encourage parents to contribute to learning journeys by adding their own observations onto the system or by passing information onto the practitioners. These learning journeys along with other pieces of evidence form the children's EYFS Profile, which is given to parents at the end of the Nursery and Reception year.
- Regular face to face meetings with parents on an informal basis to let them know how their child is doing
- Parents are able to access Google Classroom for information regarding supporting their child with their learning
- Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities
- Each child is assigned a key worker as a point of contact for parents and a means of fostering good relationships
- We invite parents into school to meet their child's teacher. Furthermore, we offer stay sessions and workshops in which parents come into school to take part in their child's learning. This gives us the opportunity to support parents to play an active role in their child's learning and build strong, supportive relationships with parents
- Nursery parents will also receive daily sheets from 'Tapestry Care Diary' regarding their child's activities and day to day care

## 8. Behaviour

We use praise and encouragement to help our children to develop positive learning behaviours and to build good relationships with others. For further details, please see the 'EYFS Behaviour Procedures' section of the whole school Behaviour Policy.

## 9. Promoting independence

We encourage all parents to send their children to school with appropriate clothing that they can begin to learn to manage themselves, this includes outdoor clothing. We advise that all children in the EYFS should wear school coats and shoes that they can fasten independently. Children in the EYFS should also adhere to the whole school Uniform Policy.

## 10. Safeguarding and welfare procedures

Safeguarding in the EYFS is outlined in the whole school Safeguarding Policy and staff in the Foundation Stage

unit follow guidance on the whole school policies with regards to use of mobile phones and cameras in the setting and the production and use of images.

For details around toileting and changing children, please see the Intimate Care Policy.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, we follow [statutory guidance](#) for safety around supervised tooth brushing.

## **11. Transition**

Starting school can be a difficult time for young children; we, therefore, plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Transition into the Foundation Stage: The children are given opportunities to come in to meet their new class teacher and the other children in their class. This means that before they start school, the environment and adults are already familiar to them. Many of the children starting in Reception will have already attended Nursery at Brabyns Preparatory School and so the environment and adults are very familiar.

Transition to Year 1: Throughout the Foundation Stage, each child's involvement in whole school life will have been gradually built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies and other cross key phase activities/days as part of the curriculum. Children become familiar with their new class teacher who will spend some time with them in their current class before inviting them to spend the day in their new class during the summer term.

We ensure effective transition and high collaboration between our Reception and Year 1 staff involving time in each other's classes, sharing ideas and resources, and moderating collaboratively.