



**Brodetsky Primary School
Early Years Foundation Stage Policy**

Brodetsky Primary School Policies

Policy Name: Early Years Foundation Stage Policy

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Committee Responsible: Teaching, Learning and Inclusion

For website publication: Yes

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development
- To encourage children to develop independence within a loving, secure and friendly atmosphere
- To provide equal opportunities for all children to develop to their full potential and to encourage children to be respectful and appreciative of others
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals
- To embrace and celebrate the values and the ethos of a Jewish school
- To establish and maintain a partnership with parents to support the education of their children
- To ensure smooth transitions from home into Nursery and throughout Early Years and into Key Stage 1

The Curriculum

We follow the Statutory Framework for the Early Years foundation stage which is available to download at

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This clearly defines what we teach. The following policy details the specifics of our setting. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas. The prime areas are:

- **Communication and Language** – Listening, Attention & Understanding, Speaking
- **Physical Development** – Gross Motor Skills, Fine Motor Skills
- **Personal, Social and Emotional Development** – Self-Regulation, Managing Self, Building Relationships

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

Literacy – Comprehension, Word Reading, Writing

Mathematics – Number, Numerical Patterns

Understanding the World – Past & Present, People Culture & Communities, The Natural World

Expressive Arts and Design – Creating with Materials, Being Imaginative & Expressive

At Brodetsky we teach Hebrew and Jewish Studies (Limmudei Kodesh) which is interwoven in the EYFS curriculum.

As a guide to our curriculum we take information from the non-statutory guide Development Matters which is available to download at

<https://www.gov.uk/government/publications/development-matters--2>

We ensure that the children's learning throughout our Early Years provision is built upon and developed appropriately year upon year. We use our **Early Years Curriculum Overview** to support practitioners in the application of this.

Characteristics of Effective Teaching and Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- 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

Teaching strategies

We ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

By the summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to Year 1.

Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. Each day we follow a timetable with set routines in place. This looks quite different in Nursery and Reception. In Nursery the children are given opportunities for focused activities within their appropriate age group. In Reception we set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, Maths, Literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

In both Nursery and Reception we promote a language rich environment to promote the children's knowledge, understanding and vocabulary. Reading and story, play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for class story during the day but also that there are many opportunities to enjoy books at other times. At Brodetsky we follow the Read Write Inc phonics scheme from Reception onwards. In Nursery we use our extensive experience and various different documents to support our teaching of pre-phonics skills. Throughout our Early Years we follow the Maths Mastery approach to Maths to prepare the children for Maths in Year 1.

Planning

We believe many children need to be given a starting point to learn new things and find that topics are a great way to fire the imagination. Topics are usually based on the following areas of learning, 'Understanding the World', 'Literacy' and 'Communication and Language'; and range from a topic on Dinosaurs to In the Air or Traditional Tales. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. We use visits and visitors that will enhance the learning. Staff plan in more detail on a weekly basis. Weekly plans are available for parents in the classroom and are summarised in a half termly plan on the school website. The plans may alter over the space of a half term to follow the interests.

Visits and visitors

The part that visits and visitors play in the curriculum at Brodetsky Primary is given great emphasis, even in the Early Years. We actively seek parental support on trips. In Reception there is a ratio minimum of

1:5. For safety reasons we say no to younger siblings coming along on school trips. Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a doctor for example. We often ask parents if they are able (and brave enough!) to share knowledge or a skill, be it cooking, how to bath a baby, painting mehndi patterns on hands or playing guitar.

Classroom organisation

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. A variety of activities are planned for and set up in the different areas each day. Areas within each classroom include, role play, small world, creative, book corner, construction, writing.... Different areas of the curriculum (such as Literacy and Maths) can take place in all these areas.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a Maths game, reading and for construction. In Nursery, physical activity often dominates, with climbing, running, cycling and other active games being key. Each child has their own labelled peg and tray. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

Assessment, observations and profile

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual profile. We are very proud of our profiles: these are collections of children's work, photos and observations which create a detailed picture of the child.

Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings and in the weekly planning meetings, these next steps inform planning for the next days and weeks ahead. Each class has Ipads which are used to capture and note observations and next steps for learning.

The children's learning journeys are recorded on an on-line journal called Seesaw. Here, observations of the children's learning and next steps are available for parents to see and contribute to via an app on their phones. It is an excellent way of communicating between school and home, so that all adults in a child's life are part of the learning experience. Parents upload the app and are able to follow and contribute to their child's progress on it.

On entry to Nursery and Reception we carry out baseline assessments for each child. Throughout the Early Years the class teacher submits assessment data to the Head Teacher showing each child's development across the seven areas of learning. In Reception we are also required to complete the Statutory Baseline Assessment within the first 6 weeks of the children starting school. Data is sent directly to the government. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's end of year report. This information is then also shared with their Year 1 teacher.

In Nursery each child will have their 2 year progress check during their first term in Nursery. If the children is in another setting we will commutate with that setting.

Role of staff and key worker

In Reception the class teacher takes overall responsibility for the children, but the children also work in “key-worker” groups. In Nursery, one of the practitioners from that nursery will be the nominated key worker for each child. Their role is to help ensure that every child’s care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children’s well-being now and their future successes.

Partnership with parents and carers

We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Nursery and Reception visit days we offer parents’ evenings at different times of the year.

When a child gains a place at Brodetsky Primary we ask them to attend a session at the school alongside all other children who will be starting and with their parents. In Nursery (and for new children in Reception) we sit down with each parent within the first few days to learn more about the child and their family. In the Early Years building we operate an “open door” policy where parents and carers are welcome to talk to the staff at any time. Appointments can be made if parents need to speak to class teachers on a particular subject.

Health & safety and safeguarding

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 follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage (EYFS Reforms Early Adopter Version – July 2020)

There is a section in our school Safeguarding Policy that directly refers to practice in the EYFS.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with the Brodetsky Primary School Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children’s profiles, in class displays and on the school website. All parents are asked to state if they give permission for their child’s image to be used on the school website through the paperwork in their initial starter packs. We are a healthy school and our children receive free fruit and milk from a Government scheme. For children aged 2-3 we ask that parents send a healthy snack for milk and fruit time. Children in Nursery are able to have a cooked school lunch or are able to bring a diary kosher packed lunch which is eaten in main school. Reception children receive a free school lunch or can choose to bring their own kosher packed lunch which is eaten in the primary school dining room.

