



**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**

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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
- 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

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

At Brodetsky Primary School, our nursery provision is split into the following age groups:

- Bees (2-3 years)
- Butterflies (3-4 years)

Our Nursery sessions are in blocks of 7.5 hours which run from 8am till 3:30pm, with additional hours available before or after school if required.

All eligible families will be able to use their funded hours on full nursery days between Mondays and Thursdays (8am till 6pm) using one of the following options:

Option 1: 15 Funded Hours - Send your child to Brodetsky Nursery for 2 days a week and only pay for 5 hours. Extra days and Breakfast Club (7:30am) are available at an additional charge.

Option 2: 30 Funded Hours Send your child to Brodetsky Nursery for 4 days a week (Mon-Thu) and only pay for 10 hours a week. Fridays and Breakfast Club (7:30am) are available at an additional charge.

Option 3: Private Fees Only - Families choosing to pay with private fees can book sessions for any available day, 8am-3:30pm with the option to include Breakfast Club and/or After School club.

Details of fees for children attending Nursery can be given upon request to the Nursery Administrator.

## 4. 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 prime areas are strengthened and applied through 4 specific areas. 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.

#### **4.1 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. Our staff plan activities and experiences for children that enable children to develop and learn effectively. 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.

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 a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff will work alongside the sendco and will 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 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.

#### **4.3 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

#### **4.4 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.

#### **4.5 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.

#### **4.5 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!

## 5. Assessment

At Brodetsky Primary School ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

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. Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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')

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.

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 upon request.

## 6. Working with Families

We recognise that children thrive when there is a strong partnership between staff and parents/carers. To keep them informed about their child's development, we provide regular updates through the progress check and EYFS profile on Seesaw, offering a comprehensive view of their child's knowledge, understanding, and abilities. Each child is assigned a key person, usually the class teacher, who ensures their learning and care are personalised to meet individual needs. This key person also supports parents and carers in guiding their child's development at home and connects families with additional support when needed. We believe parents and carers are a child's first educators, and we work closely with them to ensure they are actively involved in their child's education. Parents are encouraged to engage with us at any time and feel comfortable in our setting. In addition to Nursery and Reception visit days, we host parents' evenings throughout the year.

When a child is offered a place at Brodetsky Primary, we invite parents to attend a session at school with their child. For new children in Nursery and Reception, we meet with parents within the first few days to learn more about the child and their family. Our Early Years building operates an 'open door policy', allowing parents and carers to speak with staff whenever needed, with the option to make

appointments for more specific discussions.

## **7. Safeguarding and welfare procedures**

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

For reception classes:

- We comply with infant class size legislation and have at least 1 teacher per 30 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the campus and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Leader and members of the Senior Leadership Team every two years.

At every review, the policy will be shared with the governing board and the EYFS staff team.

## 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