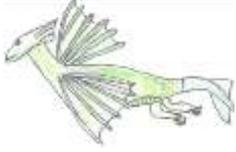


BOREHAM PRIMARY SCHOOL
A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



EYFS POLICY

MARCH 2021

Staff Consulted: 1.3.21

Approved by Governing Body: 22.3.21

Next Review Date: March 2023

Boreham Primary School Early Years Foundation Stage (EYFS) Policy

At Boreham school we believe children have fun learning and developing through play in a relaxed, happy, positive environment.

"Play is a child's work." (Susan Isaacs)

"Tell me and I forget. Teach me and I remember. Involve me and I learn." (Benjamin Franklin)

At Boreham School, we provide numerous opportunities to play, explore, get involved, investigate and above all, enjoy learning!

Children are admitted in accordance with Boreham Primary School's admission arrangements. The initial priority is to provide a welcoming, stimulating and safe environment combined with a sense of structure and security.

Here at Boreham School, we endeavor to deliver the four principles that sit at the heart of the EYFS:

- **A unique child** - every child is a competent learner from birth, who can be resilient, capable, confident and self-assured
- **Positive relations** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- **Enabling Environments** - the environment plays a key role in supporting and extending children's development and learning
- **Learning and development** - children develop and learn in different ways, at different rates and all areas of learning and development are equally important and inter-connected.

We recognize that the Early Years Foundation Stage is about developing lifelong skills such as appropriate speaking and listening, concentration, persistence, growth mind-set, as well as co-operation, sharing and positive interaction. We focus on developing good oracy and communication and developing knowledge and understanding in literacy and numeracy to prepare them for the transition into Key Stage 1.

Aims

- To enable the child's first experience of school to be happy, positive, stimulating and fun.
- To ensure statutory requirements, following the EYFS curriculum.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child.
- To excite and motivate pupils to explore and negotiate their environment and to foster love of learning, an enquiring mind and the ability to discuss and adapt.

- To help children develop self-control and to respect the feelings, needs, culture and abilities of others.

Early Years Foundation Stage at Boreham School

Children are admitted in accordance with Boreham School's admission arrangements. Our initial priority is to provide a welcoming, stimulating and safe environment combined with a sense of structure and security.

During the first term in the Reception class, the children are given opportunities to explore not only the EYFS setting, but the whole school environment and become familiar with Boreham school routines and expectations. They will be encouraged to express their thoughts about right and wrong and consider the consequences of their actions and words for themselves and others. They are involved in drafting their Class Charter. The class teacher will discuss '*doing the right thing*' and also the importance of telling a grown up if any child has a '*hurt body or hurt feelings*'. This is not viewed as 'telling tales' and we find it enables the children to discuss difficulties and learn strategies to deal with situations they may find challenging in the EYFS setting or the playground.

The children will be working within the Early Years Foundation Stage reforms Early Adopter framework 2020/21. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors and they learn primarily through play based activities, known as continuous provision learning opportunities. Play is a child's work. Through play, children explore and investigate and discover more about the environment, each other and themselves. The children have opportunities to access a wide variety of structured activities which encompass all areas of the curriculum to enable them to effectively learn through self-initiated or adult supported play.

EYFS Reforms Early Adopter

Areas of learning and development

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

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

There are four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive Arts and Design*

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction)

they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Assessment & Record Keeping

On entry to the school, children will be formally assessed to obtain a Baseline result and identify next steps in development. The class teacher will be continually assessing the children, especially observing for characteristics of effective learning, ie; how they play and explore, concentrate and engage in activities and if they can show creative and critical thinking. At the end of the academic year, the children are finally assessed using the Early Years Foundation Stage Profile to ascertain if he/she has met the expected level of development. This will be recorded as *Emerging or Expected* and this information is provided for parents in an individual School Report for their child, written by the class teacher, at the end of the Summer Term. The class teacher maintains hardcopy and electronic assessment records, (Target Tracker) for each child and the children record their work in individual Learning Journals and Phonic books. The EYFS staff also use SEESAW, which is an online assessment tool. It has proved beneficial in improving communication between the class teacher and parents. Annotated photographs of the children during the school day and accompanying explanations and comments are posted onto SEESAW each day. Parents are invited to download the App and access their child's individual profile by using a unique QR code.

Behaviour Management

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. We encourage and praise good behaviour and polite, respectful attitudes. Age appropriate strategies are used to ensure a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours and teach children to develop strategies to cope with potentially challenging situations. We also teach the children to follow our School Values, ie; Determination, Respect, Equality, Courage, Excellence, Inspiration and Friendship. School values are promoted through Dragon certificates, which relate to Susan, our Millennium Dragon in the school grounds. On Friday, teachers select children who have particularly exemplified one of our school values or met either a school, class or personal target that week and present them with a star certificate at Celebration Assembly. In addition to this every class teacher selects one child to receive a weekly Headteacher's Award. Electronic 'Dojo points' are awarded in EYFS and the winner of the week is also celebrated.

Outdoor Play

In the Foundation Stage the outdoor setting is securely fenced and provides a safe play space where children can develop their fine and gross physical skills and learn to share and interact effectively with others during structured and informal play. Children are encouraged to access the outside setting in all weathers and protective clothing is provided for the water and digging learning opportunities. Outdoor learning plays a very important part of children's development. Across the Foundation Stage we encourage 'free flow' between the classroom and outdoor area, where children can access Continuous Provision learning opportunity activities to support all areas of learning. The children also have access to the main school grounds at specified times.

Whole School Activities

The children in the Foundation Stage regularly join the rest of the school for assemblies and whole school events, such as church services and the Christmas Production. The pupils join Key

Stage 1 children at playtimes and lunchtimes and enjoy Buddy Playtimes with Key Stage 1 and 2 children twice a week.

Information for Parents and Carers

We strive to create and maintain positive, effective partnerships with parents and carers, as we recognise this having a significant and beneficial impact on children's learning. We welcome and actively encourage parents to participate in their child's education. At Boreham School we provide parents with a new intake brochure on entry, plus the opportunities to attend various EYFS Induction Workshops. Information regarding emergency contacts and medical conditions is collected for each child and regularly updated. Parents and carers are encouraged to attend our Parent Teacher Consultations, various open days, class assemblies and special events. We provide an annual report for each child at the end of the Summer Term. Additional letters, regular workshops and 'Welcome Wednesday' sessions throughout the year provide parents with opportunities to keep updated about teaching methods, phonics, reading, writing and mathematics, plus ways to support children at home.

Transitions

At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. The transition from nursery to school can be challenging for some children and therefore children are given the opportunities to attend several introductory sessions in the EYFS setting, to develop familiarity with the environment and practitioners. The Early Years teacher will also regularly visit the feeder Nursery and Pre-Schools and the children have several opportunities to attend 'Stay and Play' sessions with the current Reception pupils. In the final term in Reception, the Year 1 teacher will liaise with the Early Years team to discuss individual children in order to support a smooth transition to Year 1. This dialogue enables the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

Special Educational Needs

Continual informal and formal assessments provide a comprehensive picture of each child, thus identifying any special educational needs. As children all develop differently and it is recognised that a significant lack in achievement after the initial settling in period, represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, our SENCO, plus advice may be sought from other agencies e.g. Speech and Language Therapy Service.

Policy Review

This policy will be reviewed by the EYFS subject leader, on a two-yearly cycle.