

EYFS Policy

Policy No. Section/No



The Bramble Academy

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The Early Years Foundation Stage refers to children from birth to five years of age. At The Bramble Academy, pupils complete their final year of the EYFS, in Reception.

Rationale

At The Bramble Academy, we believe that 'Every child deserves the best possible start in life and support to achieve their full potential.' We understand that the early years' experience and provision impacts significantly on their future life chances. We create a secure and safe environment which provides the foundations for children to explore and develop their abilities and talents in order to thrive and succeed throughout their lives.

Principles

At The Bramble Academy we follow the four EYFS principles which underpin all aspects of practice.

- A Unique Child – every child a competent learner who learns and develops in their own individual way with their own strengths and dispositions to learning
- Positive Relationships – caring, respectful and positive relationships between staff, pupils and their families which support children to become strong, independent and resilient individuals
- Enabling Environments – a safe and secure classroom environment which provides challenging and enhancing experiences to extend children's learning.
- Learning and Development – the seven areas of learning which are fundamental in all early years provision

Curriculum

Our Early Years Curriculum is based on the development matters scheme which utilizes co-operative learning structures to enable all pupils to succeed. The scheme develops pupils in the three prime areas of learning and the four specific areas of learning.

Prime Areas of Learning

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

Specific Areas of Learning

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

All learning is developed through a range of learning activities including whole class sessions, small group focused tasks, independent working and exploration through planned and purposeful play. Children learn by direct teaching, focused development of learning, actively exploring and through creative and critical thinking which takes place both in the indoor and outdoor classrooms.

Learning Environment

At The Bramble Academy we recognise that the environment plays a key role in supporting and extending children's development and learning. Our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests. Each class of pupils has a class teacher and a teaching assistant. There is an additional teaching assistant to provide additional targeted support to enable individual pupils to access learning based on their specific strengths or needs.

We meet the needs of all of our children by:

Encouraging children to communicate and talk about their experiences

Developing children's independence and decision making by providing opportunities for children to freely access resources and select from the experiences on offer

Using the outdoor environment to enhance learning and development.

Analysing children's responses to different situations and identifying their future learning needs

Using materials and equipment that reflects both the community that the children come from and the wider world

Encouraging a positive attitude to learning by ensuring our planning considers children's current interests, developmental stage and learning style.

At Bramble we work in partnership with parents/carers, other settings and other professionals to support children's learning and development

Assessment and Record Keeping

On entry to the EYFS, information from parents is collected using the ASQ-3 assessment framework questionnaires. This provides practitioners with valuable information about how a child behaves and performs in their home environment as well as helping to identify strengths, areas to develop and specific learning characteristics. These questionnaires are repeated termly to gain parent views regarding their children's progress and achievements.

Pupils are assessed on entry using the statutory EYFS baseline. At The Bramble Academy, we use the Durham 'BASE' testing.

Observations are undertaken by all practitioners within the EYFS base and these are recorded on SIMS. These observations are used as supporting evidence alongside work produced in books in order to assess the stages of development for each pupil, to monitor the progress each pupil is making during the year and to inform planning. Regular moderation is undertaken both within school and with external providers to ensure assessments made are accurate.

At the end of the school year, all pupils are assessed against the Early Learning Goals; the statutory expectations for most children to reach by the end of the reception year. This assessment takes into account evidence collected throughout the school year on SIMS and in books as well as information collected from parents about achievements out of school.

Admissions and Induction

All new admissions to EYFS are offered a home visit appointment where practitioners from the EYFS visit to observe the child in a familiar setting, explain to parents/carers what to expect when their child begins school and to provide information on the Foundation Stage Curriculum.

New starters are also invited to stay and play days where children and parents get an opportunity to meet their classmates, familiarise themselves with their new classrooms and get to know their new teachers.

Entry into school is phased over the first week with mornings initially, followed by pupils staying for lunch and finally remaining for the full day.

Liaison with Nursery Providers

At The Bramble Academy, we develop links with nursery providers. Staff from all settings communicate to share information and to discuss specific needs of pupils.

Safeguarding and Child Protection

All staff within the early years are aware of and follow the school policies for child protection and safeguarding. (Please see school safeguarding policy for further information.)